

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
September 4, 2013**

The North Carolina State Board of Education met to receive Issues Session presentations, and the following members were present:

William Cobey, Chairman
A.L. “Buddy” Collins, Vice Chairman
Gregory Alcorn
Kevin Howell
Wayne McDevitt

Olivia Oxendine
Marcella Savage
John Tate (via conference call)
Rebecca Taylor
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
Wallace Nelson, Local Board Member Advisor
Mark Edward, Superintendent Advisor

Dale Cole, Principal of the Year Advisor
Darcy Grimes, Teacher of the Year Advisor
Karyn Dickerson, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Wednesday session of the September 2013 State Board of Education meeting to order and declared the Board in official session. Chairman Cobey explained that the purpose of this Issues Session is for Board members to receive in-depth explanation of topics necessary for Board members to understand fully the current issues.

Prior to reading the Ethics Statement, Chairman Cobey announced that today’s agenda will be adjusted to accommodate a visit from Governor McCrory around 10:30 a.m. this morning.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

ISSUES SESSION PRESENTATIONS:

- **Common Core (K-5 Mathematics) – Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Ms. Kitty Rutherford (K-5 Mathematics Consultant, K-12 Curriculum and Instruction)**

Dr. Quick set the context for this presentation by explaining that the premise of the Common Core for Mathematics is connecting standards for mathematics practice to the standards for mathematical content, which leads to college and career readiness. She explained that the standards for mathematical practice describe ways in which developing student practitioners in the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years.

The Content Standards define what students should understand and be able to do at each grade level. She stressed that the standards do not define how to teach, but is the content of which students are supposed to learn. Dr. Quick focused on several of the practice concepts such as modeling with mathematics.

Dr. Quick explained that there are three shifts with the Common Core in Mathematics, which are Focus (focus strongly where the standards focus), Coherence (think across grades and link to major topics within grades) and Rigor (require conceptual understanding, procedural skill and fluency and application. Dr. Quick also spoke briefly about several domains within the Common Core Mathematics document. She explained that these domains are repeated concepts throughout grades K-5. Using PowerPoint slides, Dr. Quick shared examples of where these highlighted domains appear in the major works of each grade level. She explained that the formula is defined as 70 percent of the time teachers should be focusing on the major work of that particular grade; she provided a high level view of major work at each grade level.

Using a PowerPoint presentation, Ms. Rutherford shared an example of coherence of one topic through three grade levels as well as progression of rigor.

Superintendent Advisor Mark Edwards stated that training around methodology is essential because instruction has to look different because of the depth, breadth and application of this concept. In response, Ms. Rutherford shared why instruction will have to look different. Dr. Quick added that during the first year of the Summer Institutes focus was about what the content standards are and what they mean. During the second year, the focus was about the appropriate instructional-based methodologies to exhibit in classrooms and the third summer focused on differentiation – how to ensure moving forward with the Common Core that methodology ideas are expanded to engage students of English Language Learners(ELL), Exceptional Children, students, etc. She stressed that the methodology to use with the Common Core is exhibited through the three shifts of focus, coherence, and rigor giving students the opportunity to struggle at times with rigorous mathematical practices.

Principal Advisor Dale Cole agreed that the new standards call for a transformation of how math is taught in classrooms. He spoke briefly about a 28-year veteran teacher who taught math in the way that she was trained. She recognized that the Common Core would require her teach in a different way and volunteered for professional development to be a coach for his school. He stated that her classroom

looks completely different now. He stressed that the Institutions of Higher Education (IHE's) need to take a close look at how they are training teachers. He added that teachers need time and training to learn how to do things well as they make this shift to a new way of teaching.

Board member Oxendine shared her delight in seeing, through the presentation, clear explicit progression of skills from Kindergarten through fifth grade. She added that while it may require transformation in pedagogy and extensive professional development of teachers, at the same time, a teacher who cares about mathematics can follow this curriculum. In response to her question about terminology, Ms. Rutherford explained that the unpacking document includes terminology definitions within the different domains. In addition, that document provides examples of what it looks like and means so teachers have a clear explanation of what it is and what they are expected to be able to use.

Sharing that the Board has long talked about preparing students for the 21st century, Board member Willoughby pointed out that these new standards mirror what the businesses community states is needed such as perseverance, problem solving, higher-level content for mathematics, etc. She also spoke briefly about the inclusion of experiences around money at the early grades, the importance of financial literacy and how it is applied in real life.

Noting that over the past two years approximately 15-20 percent of the teacher workforce has either retired or moved, and that while we work to bridge universities to move to this type of training for teachers, Superintendent Advisor Edwards stated that it is incumbent upon the Department and the State Board to ensure that the professional development training is continuous and there are cognizant efforts to reloop training for teachers moving forward and for those coming in who will not have this foundational training. He added that the implications become even greater as we merge assessment programs and teacher effectiveness.

➤ **North Carolina Prekindergarten – Mr. John Pruette (Executive Director, Office of Early Learning)**

Mr. Pruette spoke briefly about the history of Prekindergarten in North Carolina, which targets at-risk perspective enrollees. Established in 2001, the intent of More at Four (MAF) was that it was to be a focused academic intervention for at-risk population of four-year olds in North Carolina. Using free and reduced lunch as a proxy, that number of students in 2001 was approximately 40,000 students. Of those students, 10,000 were considered to be un-served and were prioritized for enrollment. Mr. Pruette shared that MAF had extremely high program standards. Focus was on highly educated and compensated teachers for the program and quality of instructional practices. Clarifying the difference between MAF and Smart Start, Mr. Pruette stressed that MAF was not intended to be duplicative and is not subsidized child care. Mr. Pruette shared that the program expanded rapidly through 2008 and, at the height of its budget, \$172 million was provided for state supported prekindergarten programs; approximately 35 thousand students were being served with those resources.

Mr. Pruette shared that when the program began in 2001 it was incubated in the Office of the Governor. In 2006, DPI was determined to be the program's administrative home. He explained that this determination was a result of multi-agency recommendations. The Office of School Readiness was created in the same year which provided coordinating functions for multiple pre-k funding streams including MAF, Title I, EC Preschool, Head Start collaboration. He explained that all of these programs

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came together under one office in order to set one common standard for pre-K in the state regardless of the funding stream.

At this time, Mr. Pruette talked about MAF evaluations, which were extensive. He summarized that there have been several types of evaluations, which included measurements of the quality of learning environments, tracking of the learning gains of cohorts of children in pre-k and kindergarten, and, following MAF students through third grade and comparing their EOG reading and math scores with non-MAF students. Findings include high quality pre-kindergarten through MAF, exceptional learning growth and growth sustained through kindergarten, according to Mr. Pruette. He shared specific findings from UNC-Chapel Hill as well as Duke University, which noted significant impact on students at third grade and a narrowing of the achievement gap as well as a reduction in special education placement.

Prior to moving the program to the Department of Health and Human Services (DHHS), focus was being given to different funding models in order to be more efficient and effective. By implementing a new teacher allotment model, in 2010, MAF could have served an additional 3,200 students with the same dollars; however, the movement of the program to DHHS disrupted that process.

In 2011-12, MAF was moved to DHHS and was renamed NC Pre-K. In the published evaluation specific to NC Pre-K in 2011-12, Mr. Pruette stated that it is notable that the evaluation did not look at child outcomes, but looked at program characteristics. Mr. Pruette shared an overview of the findings noting that the characteristics have remained quite similar to those of recent years related to the MAF program; however, instructional support (CLASS) was lower for NC Pre-K classrooms. He stated that it is interesting to note that while the program moved, the staff supporting the program did not (25 people associated with that program lost their jobs). He stated that those were the people in the districts helping to support the implementation of Pre-K in North Carolina. The evaluation recommendations include two areas to explore with regard to quality improvement in instructional practices and beliefs about teaching practices.

In 2011-12, NC Pre-K continued to offer a strong Pre-K experience based on the fact that the characteristics of the program had not changed dramatically with the exception of the instructional support staff, according to Mr. Pruette. DHHS planned a child outcome study for 2012-13, but the report has not yet been published. In addition, they have planned a longitudinal outcome study for 2013-14 where they will look at students upon exiting kindergarten.

After making brief comments about the importance of Pre-K programs, Board member Willoughby encouraged board members to read these reports. In response to Ms. Willoughby's question about eligibility, Mr. Pruette explained that, in its first year, eligibility was determined by nine risk factors on a rubric, and then around the second or third year moved to an income eligibility model, which has stayed consistent. He elaborated that this is important because if you want to find the most at-risk students, the net has to be cast wider and not so narrowly focused on the poorest of the poor as there are many conditions that make students at risk. He also suggested that, as currently written, the eligibility enabled the state to leverage all of the resources like Title I, Exceptional Children and Head Start, which all have different eligibility requirements. Chairman Cobey asked for an explanation of the logic in sending NC Pre-K to DHHS in order that the Board can take a position.

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As it relates to the continued evaluations, Board member McDevitt requested that Mr. Pruette send to Board members the criteria or characteristics of quality. He wants to know how effective we are being with that continued evaluation, monitoring, tracking, isolating variables, etc. He also wanted to know if cohorts are continuing. Mr. Pruette explained that, while the program is at DHHS, the recently appointed director of the Division of Child Development/Early Education has reached out seeking advice and counsel. In his opinion, we will start to see cohorts of children in the progression of evaluations currently planned. Mr. McDevitt stated that it would be helpful, in the overall research, to isolate each of the characteristics to determine where we stand in terms of professional development. In response to Board member Oxendine's question about the areas to explore related to quality improvement, Mr. Pruette explained that, in that evaluation, the evaluators used the CLASS instrument, which looks at the quality of three things in a classroom (social/emotional support, global quality environment of the classroom, and instructional support). He explained that the study showed a drop in the quality of instructional practices and so they are suggesting that it is a necessary area of focus moving forward to ensure that instructional support does not continue to decline. He added that all of the research is clear that instructional support is paramount to child outcomes.

Superintendent Advisor Edwards elaborated on the profound impact that investing in early childhood education has corollary between higher graduation rates as well as a diminishment of penal institution investment. From a superintendent's perspective, Dr. Edward's stated that this program should be aligned with the Department of Public Instruction and that it is a foundational part of the instructional program. He stated that this is one of the best examples in North Carolina where early investment is paying dividends. He recommended that the Board take a position to bring it back to the foundational element it was designed for and to link those services from grade to grade. Board members concurred noting the critical gateway at the end of third grade as it relates to literacy and Read to Achieve. Speaking as a parent, Board member Savage shared that her son was recommended to this program due to a speech impediment. She shared that it is amazing that most people do not realize that many children do not have the building blocks prior to entering kindergarten.

Next, Mr. Pruette drew attention to GCS 3 – North Carolina's Early Learning and Development Standards, which is on the Consent Agenda. He explained that, in 2005, the Department of Public Instruction published early learning and development standards for preschool-aged children in a document titled *Early Learning Standards for North Carolina Preschoolers*, which described widely held expectations for preschool children's development in five developmental domains. Similarly, in 2007, the Division of Child Development defined such standards for infants and toddlers. Then, in 2011, the North Carolina Early Childhood Advisory Council convened a leadership team with representatives from the Division of Child Development and the Department of Public Instruction's Office of Early Learning to develop one comprehensive set of early learning and development standards for young children. Mr. Pruette explained further that, with the help of a broadly representative stakeholder group, the leadership team combined and updated North Carolina's early learning and development standards for infants, toddlers, and preschoolers into a new document: *North Carolina's Foundations for Early Learning and Development*.

Mr. Pruette stated that, aligned with the *North Carolina Standard Course of Study, Foundations* provides age-appropriate goals and development indicators for each age level (infant, toddler, and preschooler). The document is intended to be a guide for teaching, not a curriculum or a checklist, but a resource to define the skills and abilities necessary to support the learning experiences provided to

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children. To provide a sense of what the standards are, Mr. Pruette drew attention to a sample page from the standards related to the Cognitive Development domain with a subdomain of mathematical thinking and expression, which includes the goal and developmental indicators as well as continuum across time.

Mr. Pruette stated that the State Board of Education is being asked to endorse *North Carolina Foundations for Early Learning and Development* as a resource to define the skills and abilities necessary to support in the learning experiences provided for children in early childhood education settings across North Carolina.

Public Education Internet Connectivity – Mr. Philip Price (CFO/CIO, Financial and Business Services), Mr. Joe Freddoso (President/CEO, MCNC), Mr. Neill Kimrey (Director, Division of Digital Teaching and Learning), Mr. Barry Pace (Connectivity Services Manager, E-Rate Specialist) and Mr. Phil Emer (Friday Institute, NC State University)

Mr. Price prefaced this presentation by explaining that North Carolina is the only state that has implemented a product (Home Base) that is actually placed on teachers' desks and provides a lot of tools that will help them personalize education and improve instruction. He explained that the School Connectivity Initiative enabled North Carolina to get the piping into the schools that enabled the Department to move forward with the development and implementation of Home Base. He recognized Mr. Joe Freddoso to speak about MCNC North Carolina Research and Education Network (NCREN) and its role in this initiative.

Mr. Freddoso began his portion of the presentation by explaining that MCNC is a technology non-profit that builds, owns, and operates a leading-edge broadband infrastructure for North Carolina's research, education, non-profit healthcare, and other community institutions. Using a PowerPoint presentation, Mr. Freddoso provided a list of the NCREN network members whom MCNC serves (a statewide consortium). He shared that the purpose of MCNC is to work with the existing and future connectors to our NCREN to identify and meet broadband, network services, and application needs that are not currently being met in the most effective and scalable manner possible. MCNC meets these needs by partnering with best of breed service and application providers to develop, deploy and sustain solutions for NCREN connectors.

Mr. Freddoso spoke briefly about the history of the School Connectivity Initiative sharing that, in the early 2000s, State Superintendent Atkinson was a part of the plan to look comprehensively toward the future of what digital education should look like. There were thought leaders who had started on the path of what the classroom would require in terms of technology infrastructure, etc. He stated that the focus was on four areas: teaching, learning, and assessment; professional development; efficiency of administration of education; and infrastructure.

At this time, the presentation was suspended to accommodate a visit from Governor Pat McCrory who spoke about the budget provision that eliminates bonus pay for teachers who earn master's degrees after the current school year, which ends next spring. He noted that "Too much education policy was slipped into the budget bill." Governor McCrory announced he had found money to pay all teachers enrolled in master's programs. In addition, Governor McCrory elaborated on the veto overrides by the Senate

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related to immigration and drug testing for welfare recipients explaining that the drug testing bill did not identify funding for either the Department of Health and Human Services or for county social services departments for testing; therefore, his intent is to delay implementation.

Following the Governor's comments, Mr. Freddoso continued the Connectivity presentation speaking in-depth about the infrastructure side of the initiative, which included the timeline and financials. He also talked about the growth challenges in bandwidth demand. In 2007, bandwidth demand was about 7G. Today's peak is 45G. Mr. Freddoso spoke about those growth challenges in providing infrastructure without state funding sharing that MCNC took advantage of the broadband stimulus funds made available through the US Department of Commerce (\$144M total, including \$40M in private match). Sharing a map of build, Mr. Freddoso stated that the network today consists of 2600 miles of contiguous new middle mile fiber and includes 800 miles of leases and covers 82 mostly rural counties. Using PowerPoint slides, Mr. Freddoso was able to show bandwidth utilization for several sample school districts showing growth in demand from 40 percent to 145 percent over a three-year period in these sample districts.

Mr. Freddoso also shared a financial comparison of the School Connectivity Initiative versus before. He stated that, because North Carolina has aggregated demand, we have been able to afford 6x band increase for relatively the same out of pocket cost we were paying in 2006-07. He added that the districts had to leverage the Federal E-Rate program at a greater level than in the past to help in-district networks keep pace. The School Connectivity Initiative leverages NCREN to provide high capacity, scalable internet access to all LEAs, which is optimal for above the net/cloud applications (Home Base, Content Filtering/Anti-Spam/Anti-Virus, Firewall, online assessment, and opportunity for private sector). He added that North Carolina used to buy these applications on a district-by-district basis, which now can be delivered over the network much more efficiently and with approximately 30-50 percent cost savings. He added that large LEAs could get the same or better prices on their own – however, by them participating in this buying group, it benefits every LEA statewide. He stated that the Backbone network (NCREN) cost is fairly fixed over time and it won't go up; no other state in the country has the Backbone as a fixed cost.

Mr. Freddoso spoke about the future noting that E-rate 2.0 is under watch for reform. He also spoke briefly about the challenge of home access as the state becomes more digitally oriented. School cannot end at 3 p.m., according to Mr. Freddoso. He suggested that we think about a strategy that aggregates the demand of our students who do not have Internet and present that strategy to the commercial sector as a money-making opportunity. The strategy needs to include creative stop gap measures, aggregating demand and buying as a community.

Superintendent Advisor Edwards thanked State Superintendent Atkinson, Mr. Freddoso, Mr. Emer, Mr. Price, Mr. Kimrey and others who had the forethought several years ago to start building this infrastructure. He stated that it is incumbent upon school districts to join in partnership to ensure those connections from home to school come to fruition statewide. Board members echoed the importance of this initiative. In response to Mr. Howell's question, Mr. Freddoso stated that the challenge going forward is to ensure that the classroom is ready for the 1:1 environment, and ensuring that the benefits of the infrastructure gets spread to the home. Mr. Freddoso fielded several questions noting that better data is needed going forward and that no one really owns the issue of getting the Internet to a home. He did note that the more localized the issue, the better opportunity to solve it, and used Person County and the

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Triangle as examples of offering incentives to service providers to reach their underserved areas with inexpensive Internet. In response to Local Board Member Advisor Nelson's comments, Mr. Freddoso suggested that Perquimans County and other low-density counties consider aggregating across counties through a regional approach. He mentioned a small wireless Internet provider in Edenton who is looking to expand his service territory. He stated that 11,000 people in a land mass like Perquimans County may be enough of a market to expand service in that area. Mr. Freddoso shared that the NC Broadband Division of the Department of Commerce is a good place to start that conversation.

Mr. Pace's portion of the presentation focused on the School Connectivity Initiative as it relates to E-rate, specifically school and LEA/charter connections, Internet access including content filtering and firewall services, E-rate training and support, and network engineering support. Mr. Pace provided an overview of how the \$19.9 million annual School Connectivity Initiative appropriation is divided (Internet access and services for LEAs and charters, LEA connectivity distributions and staff and operating expenses). He noted that the School Connectivity Initiative does not currently provide funding for internal infrastructure (e.g. switches, cabling, wireless access points or computers/devices).

He explained that the Department of Public Instruction upgrades the bandwidth based on utilization when utilization reaches approximately 60% of capacity. In the last twelve months there have been 57 upgrades, according to Mr. Pace. He added that only 28 districts remain at 100 Mbps (LEA bandwidth starting point). Mr. Pace elaborated that the School Connectivity Initiative is not just the pipes. Firewall and filtering are optionally provided at no cost to the district/charter as is consultative Client Network Engineering (MCNC), E-rate, and Network Analyst support. In addition, consultative services are as important as bandwidth, and training like the Certified Educational Chief Technology Officer Program and Summer Institutes for Network Administrators is subsidized. Using a PowerPoint slide, Mr. Pace showed the recent E-rate funding history, which has increased substantially since 2008. He pointed out that the E-rate Program is running out of money to fund discounts for internal infrastructure (Priority 2) for even the neediest (90% discount) applicants (75% or higher Free & Reduced Lunch schools). He noted that over \$30M in E-rate Priority 2 infrastructure requests by North Carolina applicants will likely go unfunded this year. Mr. Pace shared that the next challenge is funding connectivity to the classroom/student. Mr. Pace encouraged all stakeholders to submit comments on the E-rate 2.0 NPRM noting that State Superintendent Atkinson is planning to file comments. He stated that the FCC is hoping to hear from school systems and charter schools.

The Department of Public Instruction is taking some ownership of the at-home access issue through the READY Anywhere! working group, which began in 2013 and is a grassroots effort. He asked the State Board of Education to work in conjunction with the NC Broadband (Dept. of Commerce) to take ownership of this issue to advocate for public/private partnerships.

Mr. Kimrey's portion of the presentation focused on the Wireless & 1:1 Survey Findings. He explained that the Department of Public Instruction and the NC Ed Cloud team conducted a survey this past spring of all LEAs' and charter schools' wireless capabilities, and 1:1 implementation status. Of the 115 LEAs, 114 participated in the survey. While charter schools were invited to participate, only a third responded to the survey; therefore, their responses were not included in the findings. Mr. Kimrey explained that the survey asked for responses on a school-by-school level. Using a PowerPoint presentation, Mr. Kimrey provided a comprehensive review of the findings. In summary, he noted that the findings will help investigate a plan to expand wireless networks and 1:1 programs in schools across

the state and ongoing study can more closely identify processes and costs required to implement wireless in schools with marginal or intermediate coverage. He concluded by sharing that the goal is to implement sustainable solutions that are cost effective, robust, and reliable, and move the state forward in accomplishing House Bill 44.

While Mr. Emer was coming forward for his portion of the presentation, Superintendent Atkinson introduced Mr. Chris Estes (State Chief Information Officer) who was present in the audience.

This segment of the presentation was for summary purposes. Using a PowerPoint chart, Mr. Emer explained that MCNC monitors all LEA and charter school connections. The Department of Public Instruction initiates upgrades of LEA/charter connections once monthly as usage grows to over 60% of the connection capacity. He stated that there is fiscal diligence with enough headroom to support innovation.

Mr. Emer shared that one of the reasons there is equity is that there is a group of companies like Time Warner Cable, Century Link, AT&T, et al, that MCNC has a set of service-level agreements with so that we can assert that we have substantially similar supported bandwidth all the way to the edge of the schools. He also talked briefly about the infrastructure inside of the schools. Mr. Emer explained that to move all schools to high density requires approximately \$80 million non-recurring (one-time cost). To maintain high density wireless in schools requires approximately \$25 million in annual recurring costs. Mr. Emer reemphasized the anytime and anywhere conversation about connectivity outside of the school – after school, at home, anywhere. He provided several examples of programs where MCNC is helping to facilitate connections.

Flipping the conversation, Mr. Emer explained that NC Session Law 2013-12, *Transition to Digital Learning in Schools*, will drive the need for bandwidth inside schools and for NC students, teachers, and families in general over the next three to five years. The intent of the General Assembly to transition from funding textbooks to funding digital learning in the public schools was recommended by the Legislative Research Commission Study Committee on Digital Learning Environments in Public Schools. Mr. Emer stated that it is important to understand that textbooks are not just replaced with iPads; they are replaced with iPads, network infrastructure, technical support, subscription to content, etc.

➤ **Home Base Demonstration – Dr. Angela Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), Ms. Joni Allison (Instructional Coach, West Henderson High School and Rugby Middle School, Henderson County Schools), Ms. Catherine Baker (Assistant Principal, Chowan Middle School, Edenton/Chowan Schools) and Mr. Michael Sutton (Band Teacher, Overhills High School, Harnett County Schools)**

Dr. Quick spoke briefly about the classroom instruction component of Home Base. She explained that the central focus of READY is to improve every student's learning, and by enabling and ensuring great teaching is how we get there. One of the ways to enable great teaching is to put powerful tools in the hands of teachers and school leaders. Home Base is an online tool for teaching and learning, which provides instructional content at your fingertips. She shared that teachers provided input in the creation of this tool. Dr. Quick noted that during a previous discussion, staff have talked about the components

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of Home Base. The first component is PowerSchool, which is a simpler, better information system to replace NC WISE. Dr. Quick explained that the implementation of changing NCWISE to PowerSchool was important because without that data transference or identification of students, teachers would not be able to assess and assign instruction or aggregate data based on their students. This area is also for teachers by providing a better, online evaluation system and new professional development system to improve pedagogical and methodologies.

At this time, Dr. Quick recognized Dr. Sara McManus to introduce the panel of demonstrators to provide the Home Base demonstration. Ms. Joni Allison talked about the implementation of Home Base with PowerSchool training and the teacher evaluation component. Ms. Allison demonstrated a lesson plan she created in Home Base to teach teachers about the NC Summary Rubric and to model how to create a lesson plan. She also talked about the advantages of the collaboration that can occur through Home Base. Next, Ms. Catherine Baker demonstrated how she would use the Home Base dashboard as a school administrator to aggregate data such as attendance trends, student performance, mastery rates, etc. She shared that, in July, when Home Base came up, she felt like the transition was a huge success and, as it relates to efficiency, Home Base is a huge timesaver. There were only minor housekeeping details to contend with, according to Ms. Baker. Mr. Michael Sutton demonstrated how to move instructional materials into formative assessment. Mr. Sutton stated that he is excited that Home Base is inclusive of all of the instructional non-core areas in school. He explained that he spent the summer as a Kenan Fellow loading the resource bank with over 200 resource items dedicated to music education. He added that every resource loaded into Home Base went through a thorough screening process to ensure alignment to the Standards. He also talked about the ability to connect with teachers across the state without having to travel.

Superintendent Advisor Edwards explained that his district had a meeting yesterday to gather feedback around PowerSchool. While all staff believe PowerSchool will take us to a better place, Mooresville Graded School District has had significant implementation bumps. He noted problems extracting data, scheduling, data not being able to be loaded, etc. Dr. Edwards emphasized that he was not sharing these issues to be critical, but to offer constructive feedback to resolve some of the issues. In addition, Dr. Edwards stated that, if there are cost implications for LEAs as we move to SchoolNet, then training and support to use it need to be discussed. Vice Chairman Collins echoed Dr. Edwards' comments sharing that he spent time with data managers in his district that are also having issues with basic functions. He added that the cost to the LEA is significant. His district is putting together a cost analysis. Principal Advisor Cole stated that the biggest issue is getting away from building the plane while we are flying it. Time for implementation is extremely important to iron out the problems ahead of time, according to Mr. Cole.

State Superintendent Atkinson thanked all of the school districts across the state that have worked in partnership with the Department of Public Instruction and the Pearson group to roll out Home Base. To set the context, Dr. Atkinson shared that the Department had an option of spending money on a tire that was about to blow. We had patched NCWISE as much as possible until it had become a clunky system, according to Dr. Atkinson. She shared that there were many complaints about what NC WISE could not do at the local level and what it needed to do. She stated that staff recognized that there would be bumps along the way and places where we would have to resolve issues related to Home Base and that is why the Department established a support center. The Department will continue to work to improve

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performance and alleviate issues on a case-by-case basis, according to Dr. Atkinson. She noted optimism that at the end of this year, the LEAs will agree that this has been a great move even though the implementation was fast moving. She expressed thanks to the Department staff and LEA staff for the countless hours of work to rollout and implement Home Base.

Prior to beginning the Board's Committee work, Chairman Cobey called for a lunch recess.

RECONVENE IN OPEN SESSION

After the Board Committees concluded their work, Chairman Bill Cobey reconvened the State Board of Education meeting in Open Session and the following members were present:

William Cobey, Chairman	Wayne McDevitt
A.L. "Buddy" Collins, Vice Chairman	Olivia Oxendine
Gregory Alcorn	Marcella Savage
Kevin Howell	Rebecca Taylor
Reginald Kenan	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Dale Cole, Principal of the Year Advisor
Wallace Nelson, Local Board Member Advisor	Darcy Grimes, Teacher of the Year Advisor
Mark Edwards, Superintendent Advisor	Karyn Dickerson, Teacher of the Year Advisor

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of the Ethics Statement that was read earlier and remains in effect. There were no conflicts of interest communicated at this time.

As the first order of business, Chairman Cobey asked Board member Taylor for a motion to accept Kinston Charter Academy's surrender of its charter. Ms. Taylor prefaced the motion by reporting that, as of 1:15 this afternoon, the State Board of Education received a voluntary surrender of the charter for Kinston Charter Academy. The State Board of Education acknowledges this voluntary surrender signed by the Kinston Charter Academy Board Chair on behalf of the entire Board. Given this development, the following motion was made by Chair Taylor.

<p><i>Upon motion made by <u>Ms. Rebecca Taylor</u>, and seconded by <u>Mr. Kevin Howell</u>, the Board voted unanimously to accept the voluntary surrender of Kinston Charter Academy's charter dated September 4, 2013.</i></p>

CLOSED SESSION

Chairman Cobey asked for a motion to convene in closed session.

<p><i>Upon motion made by <u>Mr. A.L. Collins</u>, and seconded by <u>Ms. Rebecca Taylor</u>, the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters, to consider personnel matters and to consider the handling of the following cases: 1) NC Learns, Inc v. NC State Board of Education; 2) Miles v. Vance County Bd. Of Ed. And DPI; 3) Patterson-Sanford v Chapel Hill-Carrboro City Schools and DPI; 4) Cameron Creek Charter School v. NC State Board of Education; and 5) Hoke County v. NC State Board of Education.</i></p>
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Following adjournment of the Closed Session, Chairman Cobey requested a motion to adjourn from Open Session.

Upon motion made by Mr. Wayne McDevitt and seconded by Ms. Marce Savage, the Board voted unanimously to recess the State Board of Education meeting until Thursday, September 5, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
September 5, 2013**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman	Wayne McDevitt
A.L. "Buddy" Collins, Vice Chairman	Olivia Oxendine
Dan Forest, Lt. Governor	Marcella Savage
Janet Cowell, State Treasurer	Rebecca Taylor
Gregory Alcorn	Patricia Willoughby
Reginald Kenan	

Also present were:

June St. Clair Atkinson, State Superintendent	Darcy Grimes, Teacher of the Year Advisor
Wallace Nelson, Local Board Member Advisor	Karyn Dickerson, Teacher of the Year Advisor
Mark Edwards, Superintendent Advisor	Madison Bell, Senior Student Advisor
Dale Cole, Principal of the Year Advisor	Shykeim Williams, Junior Student Advisor

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the September 2013 State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and reminded the audience that the Board held its committee meetings on Wednesday and today will vote on action items and receive reports on other topics.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Vice Chairman A.L. "Buddy" Collins was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Chairman Cobey asked for a motion to approve the minutes of the August 7-8, 2013, State Board of Education meetings.

Discussion/Comments:

- There was no discussion.

Ms. Patricia Willoughby made a motion to approve the minutes of the August 7-8, 2013, State Board of Education meetings. Seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the minutes as presented.

SPECIAL PRESENTATION – NEW STUDENT ADVISOR**➤ Mr. Shykeim Williams (Randleman High School, Randolph County Schools)**

The Chairman asked Board members to welcome Mr. Shykeim Williams as the new junior student advisor. Mr. Williams is a junior at Randleman High School in Randolph County. He is an outstanding student athlete who is interested in careers that will allow him to help people, perhaps in some form of the medical or pharmaceutical industry. His family is headed by two principals. Mr. Williams was welcomed to his first official meeting and was presented with a plaque, an SBE pin and mug. The presentation was photographed.

SPECIAL PRESENTATION – EVERY CHILD EVERY DAY!**➤ Dr. Mark Edwards (Superintendent, Mooresville Graded School District and 2013 National Superintendent of the Year)**

Using a PowerPoint presentation, Dr. Edwards shared some of the ongoing work in Mooresville Graded School District (MGSD). He also shared that MGSD has had thousands of visitors from 42 states and several countries. Currently, there are between 250-300 districts in the process of replicating the MGSD Digital Conversion model. He stated that the key to its success is great teachers using resources effectively, outstanding students, parent and community support, and outstanding school leaders. Another key to its success has been ongoing professional development.

Dr. Edwards explained why MGSD began its digital conversion and the process for building public support. He also spoke about the ingredients for building the practice, process and the culture as well as the use of data to drive instruction. In addition, Dr. Edwards spoke about implications including precision, online reporting methodology, competency is evolutionary, creativity and relevance driving productivity, connectivity and collaboration, and personalization.

Dr. Edwards announced that, on Sunday, September 8, American RadioWorks© is presenting a documentary titled “ONE CHILD at a TIME: Custom Learning in the Digital Age” by Emily Hanford and Stephen Smith featuring MGSD. Chairman Cobey requested that Dr. Edwards send the particulars for this radio documentary to Board members. Dr. Edwards noted the request and also

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stated that the program will be repurposed for the website for review at a later date.

Dr. Edwards elaborated on the confluence of energy as a result of this initiative in both pride, emotional courage to change, the endurance factor, self-initiative, orchestration, love and work ethic.

Dr. Edwards shared that the number one question from visitors around the country is related to cost. \$1.25 per child per day (approx. \$200 per year) includes hardware, software, and online resources. Next, Dr. Edwards, shared some of the achievement data from last year, which included third grade data – overall composite of 92 percent. Mooresville High School – 91 percent composite, Honors School of Excellence, High Growth, total scholarships \$2,685,583.00

He shared a list of the many publications that have recognized MGSD over the last fourteen months (*Ed. Leadership, American School Board Journal, District Administration Magazine, Education Week, School Administrator*, etc.) This past spring, *Administrator Magazine* named MGSD as the best school district in America. As a result of an article in the *New York Times*, hundreds of people contacted MGSD to visit the district. Fox News also did a feature on the district. He also noted that President Obama visited the school district last year. In addition, Dr. Edwards also shared a cover from a publication in Taiwan that cited MGSD as a model for the nation.

As it relates to District Achievement – 89 percent, ranked second in the state. 114 is where MGSD ranks in funding in the state. Graduation Rate of 93 percent (342 out of 366 students). He noted a four-year cohort rate by subgroup for African American students at 97.8 percent.

Dr. Edwards noted that each Board member has been given a copy of his book, *Every Child, Every Day: A Digital Conversion Model for Student Achievement*.

In closing remarks, Dr. Edwards shared a story about how Digital Conversion changes lives. He recalled that when MGSD was getting ready to distribute laptops, a grandmother, in a wheelchair, who had three grandsons standing beside her, shared with him that she knew she needed \$50 per student, but only had \$37 dollars as she was on a limited income. After directing the grandmother to the school's foundation table, she shared with him the impact of this initiative on her family because they could not afford one computer, yet on this day they were leaving with three and how this changes everything.

In response to Mr. Alcorn's question, Dr. Edwards spoke briefly about prioritizing and repurposing funds to attain their goals. For instance, among other things, they stopped buying textbooks and globes.

Principal Advisor Dale Cole encouraged the Board to take a strong position on the digital environment and place pressure on the General Assembly to make this opportunity available for all children statewide. Chairman Cobey stated that this issue will be on the Planning Session agenda in October.

KEY INITIATIVES REPORTS AND DISCUSSION

➤ Race to the Top (RttT) Update – Mr. Adam Levinson (Director, Race to the Top Program) and Dr. Pat Ashley (Director, District and School Transformation)

Mr. Levinson called attention to several reports that are available on the eBoard website. He shared that several are evaluation reports and are now ready to post publicly. Another is the semi-annual report to the General Assembly due by September 15. He explained that the Department is sharing this report with the State Board prior to sharing it with the Legislature.

Dr. Ashley provided the Turning Around Low-Performing Schools: Graduation Rates for 2013. She explained that RttT has four pillars. One of those four pillars is Turning Around the Lowest-Achieving Schools; however, prior to receiving the RttT grant, North Carolina was already working hard to turn around low-achieving schools. She explained that North Carolina used the extra resources from RttT to double the number of schools the Department was able to work with taking the same strategies developed prior to RttT to try to close gaps, reduce the variability and the quality of education across the state.

The schools included in RttT were identified in several categories:

1. Bottom five percent of schools (student performance below 60 percent proficiency)
2. Schools with graduation rates below 60 percent
3. Districts in the bottom 10 percent of districts in the state

Using PowerPoint graphs, Dr. Ashley showed progression over time as it relates to the graduation rate, noting great improvement in graduation rates for our lowest-achieving schools and districts. She also shared Proficiency: Performance Composite Data for the 118 Race to the Top Schools. In addition, Dr. Ashley shared data for the low-performing schools the Department was working with prior to RttT. She noted that, overtime, their graduation rates continue to improve substantially as well.

Board member Alcorn asked if there are any remaining schools or districts below 60 percent. Dr. Ashley explained that, while the data has not yet been released, Dr. Atkinson has identified one district and has reached out to offer of assistance to that school district. Board members applauded the work toward improving data outcomes.

In response to Board member Oxendine's question about how the graduation rates compare to the annual dropout rate, Dr. Ashley stated that she would have to look at the data and get back to Board members with an answer. State Superintendent Atkinson added that she can share a report with Board members that shows the annual dropout rate and how that impacts the graduation rate. She noted that since the annual dropout rate occurs in a given year, school districts have a chance to locate and extend an invitation to those students to return to school. Dr. Ashley drew attention to an attachment on the eBoard site which provides details school by school.

Mr. Guckian asked about the key strategy for success. Dr. Ashley cited two essential factors: a quality principal (improved leadership) and quality of teaching. Dr. Ashley elaborated that specific training is provided and coaches are on site to ensure that the training gets implemented. Board member Taylor stated that Halifax County is a perfect example of how these strategies have been implemented and how they have worked.

STATE SUPERINTENDENT'S REPORT

ACT Administration Moves to 100 Percent

Strategies to Improve Scores over Time

For the first time, North Carolina's recently released ACT testing results reflect 100 percent participations for high school juniors. The average composite score for North Carolina students is 18.7 percent. A drop in scores was anticipated with the move to 100 percent of students tested, but North Carolina students will improve their performance over time:

- By full implementation of the *NC Standard Course of Study* adopted in 2010
 - Implementation of instructional strategies that support more rigorous standard
 - ACT College Readiness Standards and Standard Course of Study are closely aligned
 - Continued emphasis on STEM initiatives
- By administering Explore at grade 8.
 - Explore is a diagnostic tool that gauges English, math, reading, and science readiness and also has a career exploration component.
 - This tool may be used to provide feedback and address student weaknesses with multiple years to address rigor and performance.
 - Assist students in identifying areas of strength and areas of focus in high school
 - Identify academic readiness for college and career
- By administering ACT's PLAN at grade 10.
 - PLAN IS A 10th grade diagnostic tool that identifies college and career readiness and provides guidance and feedback to the student.
 - Schools will use reports to determine areas for targeted academic support.
 - Results in ACT subgroup areas (English, reading, math, science) will be used to determine areas for targeted academic support
 - Example of a targeted academic support: Southern Regional Education Board (SREB) College Transitional Courses
 - Courses provide academic support to students who are college bound but not college ready; these same skills enhance performance on ACT.
- By administering the ACT to all juniors.
 - This provides another opportunity to diagnose strengths and weaknesses and make adjustments necessary to graduate students College and Career Reading
 - Provides the opportunity for a meaningful senior year by determining needed areas of focus

The history of other states moving to 100 percent administration shows incremental improvement. North Carolina has put in place the curricular and diagnostic infrastructure to allow for personalized education that will lift overall ACT scores over time.

Implementing Common Core

Survey Sets Baseline for Support for Implementing Common Core

NC DPI conducted a survey in February 2013 to determine the extent to which teachers have taken advantage of DPI training and support for implementing the Common Core State Standards.

Highlights:

- More than 25,000 teachers responded

Of those reporting that they received training for math and/or English language arts and literacy

- 32% received 3-8 hours
- 27% received 9-16 hours
- 18% received 17-24 hours
- 25% received greater than 25 hours

Some 73% have utilized NC DPI resources. Of those,

- 67% found NC DPI resources somewhat useful
- 25% found them very useful

For complete survey results, see

https://www.surveymonkey.com/sr.aspx?sm=9ri5f9Mjeks_2bj8t9XILaCrrc1lRkgDcfonyNFKI1eDE3d

Making Global Education a Priority

Global Education Endorsements for Teachers

The State Board of Education Task Force on Global Education recommended implementing an SBE-recognized endorsement for teachers prepared as global educators. This endorsement would be available to all North Carolina educators with a current license.

The State Board will be asked to do two things:

- Approve a global education endorsement for teachers
- Adopt a process for approving providers of the endorsement content

Examples of approaches to providing content might include:

- Symposiums on global cultures
- Onsite professional development and online courses
- Experiential learning through travel

In response to Principal Advisor Cole's question about whether this endorsement was available for principals, Superintendent Atkinson thanked Mr. Cole for the idea, and stated that there is no reason why it couldn't be added to a principal's licensure. It was also suggested that some sort of student recognition be included. A brief discussion ensued.

Dr. Atkinson announced that Dr. Helga Fasciano is dedicated full-time to this work. She will bring the strategies forward to the State Board in the future.

Survey of Student Support

As part of the state's safe schools initiative, DPI and its partner agencies have developed and administered an assessment of LEA school support teams, including counselors, school psychologists, social workers and school resource officers. See the attached PowerPoint for further information.

Attachment 1 – LEA School Support Team Assessment_September2013.pptx .

Dr. Atkinson recognized DPI's partners in this initiative, who were present in the audience. Ms. Kim Martin (Director for the NC Center for School Safety), Mr. Billy Lassiter (Deputy Director for the NC Center for School Safety), Ms. Amy Ivey (President of the NC Psychology Association), Ms. Darlene Johnson (President of the NC School Social Work Association), and staff members: Dr. Ben Matthews, Mr. Kenneth Gattis, and Ms. Chris Minard.

Impact of Race to the Top Funds

DPI has compiled an online report on the impact of Race to the Top funds at the LEA level. See Attachment 2 for responses from 114 of 115 LEAs. Attachment 2 – Positive Impacts RttT_Book_8 28 13.pdf.

Convocation Presentations

Delivered convocation remarks at the following school systems and charter schools:

- Warren County Public Schools, Warrenton, NC
- Beaufort County Schools, Washington, NC
- Pamlico County Schools, Bayboro, NC
- Clover Garden School, Burlington, NC

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- NC Chamber Education Conference, Chapel Hill, NC
- Surry County Teacher of the Year Summit, Mount Airy, NC
- USED meeting with local superintendents on testing issues, Washington, DC
- Retirement reception for Chatham Superintendent Robert Logan, Pittsboro, NC
- WNCN Education Town Hall Meeting, Raleigh, NC
- Crucial Conversations lunch, Raleigh, NC
- Home Base news media demonstration, Raleigh, NC
- Governor's Shared Efficiencies and Effectiveness Subcommittee, Raleigh, NC
- NC Economic Development Board, Education and Workforce Development Subcommittee, Raleigh, NC

RttT Monthly Highlights of Activities Completed

RttT Management (includes Project Management, Budget, and Communications):

- Provided monthly RttT status report at State Board of Education (State Board) meeting on August 7
- Continued series of meetings with Governor McCrory's new education advisor to brief him on the RttT initiatives and their progress to date, and to discuss the Governor's proposals on testing and alternate use of RttT funds that may lead to amendments to current USED-approved Detailed Scope of Work (DSW) and Budget
- Continued reviewing and approving Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved 11 amended DSWs this month (as of August 21)
- Communicated to the field about the kickoff of Home Base for year-round schools and continued communicating about Home Base implementation and support for traditional schools returning in August; communication vehicles included the *Home Base Biweekly Update*, an external stakeholders meeting, routine email updates (such as the superintendent and principal messages), a news release announcing that Home Base is operational for the start of the 2013-14 school year, a Home Base demo for news media, and special communication to State Board of Education members
- Continued work on the production of UNC-TV program (titled "NC Schools and You: What Changes in Our Schools Mean for Parents and Students") to be broadcast statewide on September 19 and September 27 in order to inform parents about the READY initiative; NCDPI continued working with the State PTA and Chamber of Commerce to find audience members for the live taping

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- Further developed messaging strategy for NC Educator Evaluation System (NCEES) and the Measures of Student Learning (MSLs) by meeting with contract PR firm, holding the first of three webinars to solicit MSL feedback from districts and charter schools, and beginning a redesign of the Educator Effectiveness Model website
- Continued development of customer service modules (concierge services) to be introduced at the annual NCDPI All-Agency meeting in September

Standards & Assessments:

- Presented information on the English/Language Arts components of the revised *NC Standard Course of Study* to the State Board of Education (August 6) to broaden their understanding of the standards; at a future State Board meeting, NCDPI will provide a similar presentation on Mathematics Standards
- Completed a series of trainings on the implementation of Math I, II, & III standards in each region of the state in partnership with Meredith College
- Developed timeline of activities for the 2013-14 school year for implementing disciplinary literacy instruction through high school transitional courses aligned to the Mathematics and English/Language Arts components of the revised *NC Standard Course of Study*
- Presented to the Region 3 and Region 4 NCDPI Regional Roundtables on the Measures of Student Learning (MSLs) and the implementation of Common Exams and MSLs planned for 2013-14
- Completed Smarter Balanced Assessment Consortium Digital Library training with the eight persons from NCDPI and Institutes of Higher Education (IHE's) serving on the Smarter Balanced Digital Library State Leadership Team (SLT); the sessions focused how to evaluate potential resources for inclusion in the Smarter Balanced Digital Library (with a special focus on formative assessment aligned to revised *NC Standard Course of Study*), and the SLT members will use this information to provide training to 95 selected educators from across the state serving as Smarter Balanced Digital Library Statewide Network of Educators
- Presented an overview of the Mathematics and English/Language Arts components of the revised *NC Standard Course of Study* and conducted question/answer session for parents in Cumberland County Schools at a back-to-school curriculum night in our ongoing effort to provide stakeholders with a clear and accurate understanding of the revised standards
- Completed the standard setting process for the EOGs, EOCs, and NCEXTEND1 assessments; 260 educators participated in a two-week process of standard setting where the educators:
 - Created a set of recommended achievement level descriptors that provided a summary of the expected knowledge, skills, and abilities of students at each achievement level (1,2,3,4)
 - Established recommended cut scores that define the expected performance for students within each achievement level

Data Systems to Improve Instruction:

- Rolled out the curriculum and instruction components, classroom and benchmark assessment components, and teacher evaluation components of Home Base to all public schools (following the initial roll out to year-round schools on July 1)
- Launched the Home Base Support Center to handle questions and provide over-the-phone support to LEAs and charter school personnel during their implementation of Home Base
- Planned and scheduled weekly webinars for teachers, school administrators and district administrators to provide them with information on core components of the instructional and educator evaluation components of Home Base (see <http://www.ncpublicschools.org/homebase/training/schedule/> for a listing of webinars); also

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planned and scheduled regional face-to-face refresher trainings for LEA and charter school personnel, and trainings for NCDPI staff

- Held a kickoff meeting on August 1 with the five LEAs and three charter schools serving as initial Home Base partnership sites to discuss their current plans and strategize about their implementations
- Began the planning meetings for the development of the professional development tool that will provide a platform and professional development content for educators (target implementation for this component of Home Base is the spring of 2014)

Great Teachers & Principals:

- Held the first of three webinars to seek feedback on the Common Exams and roster verification process for school year 2012-13 (webinar with central office staff members held on August 6; webinar with school administrators scheduled for September 12; webinar with teachers scheduled for September 17) in order to improve the process for 2013-14 school year
- Finalized data from 2012-13 administration of the Common Exams and began collaborating with the SAS Institute on conducting value-added analysis using the data
- Completed cleaning and quality assurance tests on the 2012-13 student-teacher data links and educator evaluation results from the 2012-13 school year
- Continued work to prepare for the 2013-14 pilot of the Analysis of Student Work (ASW) process:
- Met with two potential vendors to develop ASW online submission and evaluation platform
- Consolidated and analyzed Summer Institute 2013 feedback from educators regarding the ASW process
- Continued meeting with internal ASW leadership team to finalize details for the 2013-14 pilot
- Continued providing leadership training and mentoring for 20 Kenan Fellows working on curricular projects and professional development in three major areas related to implementation of the Mathematics and English/Language Arts components of the revised *NC Standard Course of Study* (nine fellows), Home Base (eight fellows), and Educator Effectiveness/Accountability (three fellows)
- Completed the eight, two-day regional trainings for first year teachers in the New Teacher Support Program (NTSP)
- Continued planning for the three-day NTSP Fall Statewide Institute at the Friday Center for Continuing Education, UNC-Chapel Hill (September 21-23) for all NTSP participants
- Completed the North Carolina Teacher Corps' (NCTC) Cohort II summer intensive training; ninety corps members participated in the training with 89 successfully completing the professional development and classroom practicum requirements; as of late-August 7, four corps members have found employment for the 2013-14 school year
- Prepared job descriptions and contractual documents to hire five part-time induction coaches to serve NCTC Cohorts I and II during the 2013-14 school year
- Began planning for the transition of NCTC from NCDPI to Teach for America in the 2013-14 school year as directed by the General Assembly in the 2013 biennial budget
- Completed summer intensive training sessions for Cohort III of the Piedmont Triad Leadership Academy (PTLA) and the Sandhills Leadership Academy (SLA)
- Completed summer community internships for Northeast Leadership Academy (NELA) Cohort III participants

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- Provided job placement support for the 62 Regional Leadership Academy (RLA) graduates from NELA, PTLA and SLA who are currently interviewing for leadership positions in high needs school districts
- Completed Summer Institutes 2013, which provided ten two-day sessions for 2,962 participants (teachers, LEA staff, principals, IHE staff, and other educational partners) representing 165 LEAs and charter schools from all eight education regions
- Worked with Truenorthlogic (TNL) staff to provide “Tuesday Technical Training” webinars on the NC Educator Evaluation System; these sessions include an hour for specific questions about training, operation of the system, and the overall process
- Began Educator Effectiveness webinars (held every Tuesday beginning on August 20 through November 19) to address introduction and support of the upcoming Professional Learning Management System, continuing support of teacher evaluation process, and introduction of new principal evaluation tool
- Began User Acceptance Testing (UAT) for the new principal evaluation tool on August 21; the principal evaluation tool is scheduled to go live on October 1
Held an NCDPI/TNL PD System kickoff for NCDPI personnel on August 12-14 to discuss system design, PD resources, transferring PD resources from existing platforms, making certain PD processes more efficient, and possible NCDPI use of the tool (including for licensure)
- Continued providing instruction through the Distinguished Leadership in Practice (DLP) programs (the current DLP cohort serves 141 principals and 150 assistant principals)
- Continued providing instruction through the DLP Superintendent Academy to the initial cohort of 34 participants
- Continued developing the curriculum for the DLP-Digital Learning program; initiated a “call for applicants” in order to select participants by mid-September and begin the program by January 2014

NC Virtual Public Schools:

- Continued work procuring video streaming service for courses; procurement is almost complete and we anticipate having the service active for the fall semester 2013
- Redeveloped and enacted action plan for year-long professional learning opportunities for online and face-to-face teachers based on feedback from internal analyses and external evaluation measures
- Revised the Earth and Environmental Science course to align to current Essential Standards and Next Generation Science Standards, and revising the Math I course to align with the new *NC Standard Course of Study for Mathematics*
- Continued development of the Math II course (set for launch in the fall of 2013) and the Math III, Biotechnology and Agriscience I courses (set for launch in the spring of 2014)
- Continued working with staff leading the RttT STEM initiative to explore incorporating the content and curricula developed through work with the North Carolina School of Science and Math into the NCVPS blended course environment
- Continued working through the State Information Technology Services (ITS) review process to be able to issue a request for proposals (RFP) for mobile application (“app”) development

Turning Around the Lowest-Achieving Schools (TALAS):

- Conducted Comprehensive Needs Assessment (CNA) “unpackings” for TALAS schools in the Winston-Salem/Forsyth County School System (Petree Elementary) and in the Hertford County School System (Ahoskie Elementary)

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- Conducted CNA “unpackings” for School Improvement Grant (SIG)/Focus schools for personnel in the Bertie County School System
- Completed F.A.C.E. (Family and Community Engagement) training for TALAS schools in the Halifax County School System, Durham County School System (W.G. Person Elementary), Hertford County School System (Bearfield Elementary), Richmond County School System, (Mineral Springs Elementary), and Wayne County School System (Dillard Middle School)
- Completed F.A.C.E. training for SIG/FOCUS central office personnel in the Rockingham County School System and for the staff of the Mountain View Alternative School Cherokee County School System
- Continued providing professional development and coaching for currently served schools/districts
- Continued collaboration and coordination with other RttT initiatives (Regional Leadership Academies, North Carolina Teacher Corps, and the New Teacher Support Program) as they continue working with TALAS schools and districts
- Continued collaboration between TALAS School Transformation Coaches and NCDPI Priority School Quality Reviewers to provide shared schools with the best possible assistance (over 50% of the Priority Schools are schools on the RttT TALAS list)
- Collaborated with NC Teacher Corps (NCTC) to provide training in the NCTC Summer Institute for Cohort II, focusing on “Effective Instructional Design” and “Creating a Positive Classroom”
- Provided planning and delivery of a full week of professional development to the 400 employees of the Halifax County Schools on site in Halifax County as part of the consent order; sessions were customized to job categories, and were content and grade level specific (e.g., sessions for first grade teachers on reading instruction appropriate for first grade and sessions for second grade teachers on appropriate second grade reading instruction)

NC Education Cloud:

- Worked to develop implementation strategies for each target service to be integrated with the Identity and Access Management (IAM) system
- Continued to work with MCNC to finalize the scope of work for the service management functions needed for the IAM project
- Continued to work with MCNC to finalize the role of Service Manager for the Learning Objects Repository (LOR) project
- Worked with the State Office of State Budget and Management (OSBM) to complete amendment subsequently submitted to USED requesting the shift of unexpended funds from the year three RttT budget into the budget for year four
- Produced documentation for USED regarding cost and value-add of NCedCloud components currently available to LEAs

Science, Technology, Engineering & Math (STEM):

- Provided (through NC New Schools) a webinar on August 21 focused on Early College strategies for school leaders; principals from three RttT schools are currently registered to attend Wake NCSU, Valley Academy, and Middle College of UNCG
- Received and began reviewing a year-end service record report from NC New Schools on services provided for Leadership Coaching, Instructional Coaching and Portfolio Management
- Continued development of STEM courses (through North Carolina School of Science and Mathematics):
- Continued development and refinement of multimedia content and copyright clearance efforts for Level II courses

- Continued development of Level III courses in Biotechnology and Agriscience, Aerospace, Security and Automation, Energy and Sustainability, and Health and Life Sciences

Evaluation:

- Continued conducting data analysis for reports related to Teacher and Leader Effectiveness; revised related formative evaluation based on NCDPI feedback and presented formative evaluation report to NCDPI
- Continued data collection and analysis for reports related to the Distribution of Teachers and Leaders:
- Met with NCDPI staff to bring closure to the revised draft of the *Distribution of Effective Teachers in North Carolina* baseline report
- Prepared revised drafts for three reports: *Teacher Performance Incentives in North Carolina*, *Measures of Student Growth in the North Carolina Educator Evaluation System: Formative Evaluation Report*, and *State Strategic Staffing: Recruitment Incentives for Lowest-Performing Schools (Race to the Top Formative Evaluation Report)*
- Sent revised draft of the *Teacher Performance Incentives in North Carolina* report to the State Board of Education for approval (the State Board of Education will hear a presentation on the report at their November meeting)
- Sent revised drafts of the *State Strategic Staffing: Recruitment Incentives for Lowest-Performing Schools: Race to the Top Formative Evaluation Report* and the *Measures of Student Growth in the North Carolina Educator Evaluation System: Formative Evaluation Report* to the State Board of Education for approval
- Completed initial reviews of the draft *North Carolina Virtual Public Schools Blended Learning STEM Courses: A Formative Assessment of Initial Implementation, Part II* report and the *North Carolina Teacher Corps: Year One Implementation Report*; the revised drafts of these reports are on track for submission to the State Board of Education in October
- Completed the first internal draft of the Year 3 report for Professional Development; began data collection for Year 4
- Completed the first external draft of the Year 3 report for the STEM anchor and affinity schools initiative for NCDPI review, as well as continued to analyze Omnibus survey data for the Year 3 District and School Transformation report
- Continued planning and research design for fall 2013 on evaluation work related to local spending
- Completed analysis of all program data at the initiative level for a comprehensive cost-effectiveness evaluation as part of the examination of the overall impact of RttT work

Legislative Update

Superintendent Atkinson recognized Ms. Rachel Beaulieu to provide the legislative update.

Ms. Beaulieu drew attention to the Chronology of Reports, which are due to the General Assembly throughout the year. In summary, there are 26 out of 55 reports that are new for the 2013-14 school year.

The 592-page Report on Education Legislation is also now completed. Ms. Beaulieu explained that a hard copy is available in the State Board lounge for Board members. The report will also be posted online under the Legislative Resources tab. (At that tab, select the 2013 Long Session for the report.)

State Superintendent Atkinson spoke briefly about the Department's process for developing the mandatory reports.

Rules Review Council Update

Superintendent Atkinson recognized Ms. Katie Cornetto to provide the Rules Review Council Update.

Ms. Cornetto shared that, after last month's Board meeting, the fiscal notes for the Read to Achieve rule and the High School Accreditation Framework were approved. The Rules Review Commission will now publish both of those rules for the public comment period to begin. The comment period will run until November 15.

Ms. Cornetto announced that the Department will host two public hearings to receive public comment on both of these rules.

- The High School Accreditation public hearing is scheduled for October 9 in the 7th floor State Board Lounge from 1:00-3:00 p.m.
- The Read to Achieve public hearing is scheduled for October 15 in the 7th floor State Board Lounge from 1:00-3:00 p.m.

BOARD MEETING AND COMMITTEE CHAIR REPORTS

INFORMATION AGENDA

GLOBALLY COMPETITIVE STUDENTS

(Ms. Marcella Savage, Chair; Ms. Rebecca Taylor, Vice Chair)

INFORMATION

GCS 2 – North Carolina General Assembly's Read to Achieve Comprehensive Reading Plan and mClass Reading 3D Demonstration

Policy Implications: General Statute §115C-83.1; SBE Policy # GCS-J-002

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), Ms. Carolyn Guthrie (Director, K-3 Literacy) and Ms. Karla Casteen (Lead Consultant, K-3 Literacy)

Description:

The first component of the Read to Achieve Act is the development, implementation, and continuous evaluation of a Comprehensive Reading Plan. Eight regional focus groups were held during June 2013 in each one of the State Board of Education districts. Participants included parents, teachers, principals, central office administrators, reading and literature specialists, curriculum coordinators and representatives from Institutes of Higher Education. Participants gave input and feedback from their perspectives on how to improve reading achievement in the state at all grade levels K-12. The participants considered reading achievement as it relates to standards-based curriculum, leadership, instruction, professional development, assessment, partnerships and communication. The input from the regional focus groups around these areas was the basis for the development of the State Comprehensive Reading Plan which will become a supplement to the State Literacy Plan adopted by the State Board in April 2012. Within the reading plan, the North Carolina Department of Public Instruction provides a detailed list of actions employed to assist districts and schools with the

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implementation of the Comprehensive Reading Plan in these six focus areas. In order to increase reading achievement across our state, Local Education Agencies (LEAs), school administrators, and teachers have been provided suggested actions. Districts and schools are encouraged to use the Comprehensive Reading Plan as a guide for aligning, developing, and implementing local plans to advance reading proficiency.

Another component of the Read to Achieve Act is facilitating early grade reading proficiency. The State Board of Education adopted mClass Reading 3D in August 2012 as the formative, diagnostic assessment system that would be implemented in the 2013-14 school year in all K-3 classrooms as required by the Read to Achieve Act. During the 2012-13 school year, all schools that were not currently using Reading 3D received funding for devices, student assessment materials and training for teachers. The assessment system utilizes a balanced approach which consists of two basic components:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)
- Text Reading Comprehension (TRC)

The DIBELS Next component is a universal screener that includes sixty-second measures that identify indicators of risks, gaps, or deficits in basic reading foundational skills. The TRC component involves students reading from authentic texts and retelling the written message or answering oral and written comprehension questions. This helps the teacher recognize reading behaviors, error patterns, and understanding of texts. Both components of the Reading 3D system will be demonstrated before the State Board of Education at the September 2013 meeting.

Examples of a student summary page, class summary page and an administrative report will be displayed and explained to further enhance the understanding of the benefits of this formative, diagnostic assessment system in guiding classroom instruction.

Recommendations:

N/A

Discussion/Comments:

- GCS Committee Chair Marcella Savage recognized Ms. Carolyn Guthrie to present this item.
- Ms. Guthrie prefaced this presentation by noting that the Comprehensive Reading Plan was completed last week for the Board's review and approval on the Consent Agenda this month. She shared that, in June, the Department convened eight regional focus groups comprised of parents, teachers, principals, central office administrators, reading and literature specialists, curriculum coordinators and representatives from Institutions of Higher Education (IHEs). The goal of these focus groups was how to improve reading achievement in the state K-12. As a result of feedback from those regional meetings, it was decided that the Comprehensive Reading Plan should be a supplement to the North Carolina Literacy Plan, which was established in April 2012.
- Ms. Guthrie noted that in the pre-reading materials (Attachment 3), the law says that the state has to develop a Comprehensive Reading Plan; it does not give any direction to schools and districts about the plan. Therefore, the beginning of the plan describes what the Department of Public Instruction and the state are going to do revolved around this plan with suggested actions for the districts and schools (not requirements). This was also vetted by the focus groups, DPI personnel, the people involved in the development of the Literacy Plan in 2012 and others.

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- Ms. Guthrie drew attention to the Appendices, which include practical suggestions for classroom use (literacy rich instruction), questions for administrators to ask when discussing reading instruction, 90-minute reading block examples, glossary of document terms, resources and references.
- At this time, Ms. Guthrie explained that Reading 3D has two components: DIBELS Measures and Early Literacy Diagnostic Measures. Ms. Guthrie stated that, combined, the two measures equal a balanced approach to literacy. She explained that the DIBELS components are 60-second measures that teachers use to look at the foundational skills of reading.
- Ms. Casteen and Ms. Guthrie provided a demonstration of the Reading 3D program.
- Several Board members made comments about the reduction in Exceptional Children referrals, which have dropped substantially since using the Reading 3D program. The impact of early identification and early formative intervention is valuable in the effort.
- A brief discussion occurred about the skill deficiencies that teachers have to follow up with short of referring to special education. Ms. Guthrie shared that there are suggested activities within the software and additional information on the FALCON website teachers can use as a resource. Work is already occurring with IHEs to add this to their programs to help develop prospective teachers.
- In response to Board member Oxendine, Ms. Guthrie stated that, to date, speech therapists and speech pathologists have not used DIBELS in their programs; however, she did not see why it could not be used.
- As a practitioner, Teacher of the Year Advisor Darcy Grimes shared that she has used Reading 3D for four years. She reminded Board members that while this assessment is happening with a child, there are 23 other students in the classroom and there are also fewer teacher assistants to keep those other children engaged while the teacher is conducting the assessment. She also mentioned that while each of the three segments only take a couple of minutes, the process becomes rather lengthy when multiplied by the total number of students in the classroom several times a year to continue the benchmark process.
- Ms. Guthrie also shared an individual student report, which is what a teacher might see when looking at the data as it relates to growth comparisons.
- In closing, Ms. Guthrie shared the DIBELS RAS Correlation/Effectiveness report, which reflects growth outcomes for all NC K-3 students assessed with Reading 3D at the beginning of the year (BOY) and at the end of the year (EOY) for 2012-13.
- There was no further discussion.

This item is presented for information only. (See Attachment GCS 2)

**TWENTY-FIRST CENTURY SYSTEMS
BUSINESS/FINANCE AND ADVOCACY COMMITTEE
(Mr. Gregory Alcorn, Chair; Mr. Kevin Howell, Chair)**

INFORMATION

TCS 10 – Federal Programs Overview

Policy Implications: N/A

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services),
Ms. Alexis Schauss (Director, Division of School Business)

Description:

Federal Funds – Funding Our Public Schools (see pages 35 through page 40) of the February 2013 Highlights of the North Carolina Public School Budget (attached).

Recommendations:

N/A

Discussion/Comments:

- GCS Committee Chair Marcella Savage recognized Ms. Alexis Schauss to present this item.
- Ms. Schauss provided an overview of how public schools are funded focusing on federal funds. She explained that the Department does not have a federal programs area, yet there are many federal grants received through DPI and each one of the grants are from different federal agencies with different requirements. She added that the administration of grants is incorporated within all areas of the Department.
- Ms. Schauss stated that federal grants are supplemental and cannot supplant state and local funds, and are typically for targeted populations or programs. These grants are compared to the state categorical allotments including exceptional children funds from the state, LEP and at-risk funds.
- Historically, federal grants account for less than 10 percent of the total public school funding. While the funds are not a significant percentage, they do account for nearly 10,000 teachers, instructional support, 5,200 teacher assistants and 2,800 non-certified personnel.
- Ms. Schauss provided an overview of what DPI is responsible for as it relates to federal funds. She explained that the Department is responsible for ensuring for each grant that each LEA has an approved application, approved budget, monitoring of those expenditures throughout the year, reviewing of the expenditures for allowability to ensure consistency with the program plan, desktop monitoring, onsite visits to provide technical assistance as well as to ensure the fiscal responsibility is there both on the fiscal and program sides. Federal grants are also governed by the program. School districts have to be in compliance with the grant documents as well as the General Education Provisions Act, program regulations, USED's general administration regulations, as well as OMB circulars.
- Ms. Schauss explained that school districts have the ability to apply for grants directly to federal agencies. Those grants might include ROTC, HeadStart funds, Medicaid administrative outreach programs, Impact Aid, Indian Education Act, etc. These grants are not allotted through DPI.
- At this time, Ms. Schauss used the Highlights document to walk through page 38, which provides a synopsis of the money received last year for federal grants including Title I, School Improvement Grants, Migrant, Improving Teacher Quality, English Language Acquisition, 21st Century

Community Learning Centers, Rural and Low-Income Schools, and Education for Homeless Children and Youth.

- In the interest of time, TCS Committee Chair Alcorn interrupted Ms. Schauss to ask Board members to reference page 38-40 in their materials. He suggested that Board members contact Ms. Schauss with questions or additional clarification.
- There was no further discussion.

This item is presented for information only. (See Attachment TCS 10)

CONSENT AGENDA

Chairman Cobey moved to the Consent Agenda which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent agenda to be discussed on an individual basis. Consent items will be adopted as a whole.

Chairman Cobey noted four items for consideration on the consent agenda. He asked if any Board members wanted to remove this item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve GCS 3 – North Carolina’s Early Learning and Development Standards, GCS 4 – North Carolina General Assembly’s Read to Achieve Comprehensive Reading Plan, TCS 11 – North Carolina Driver Education Advisory Committee, and TCS 12 – State Board of Education Policy Establishing and Advisory Council for Each Residential School for the Deaf and for the Blind.

Upon motion by Ms. Patricia Willoughby, and seconded by Mr. Gregory Alcorn, the Board voted unanimously to approve GCS 3 – North Carolina’s Early Learning and Development Standards, GCS 4 – North Carolina General Assembly’s Read to Achieve Comprehensive Reading Plan, TCS 11 – North Carolina Driver Education Advisory Committee, and TCS 12 – State Board of Education Policy Establishing an Advisory Council for Each Residential School for the Deaf and for the Blind, as presented.

GLOBALLY COMPETITIVE STUDENTS (Ms. Marcella Savage, Chair; Ms. Rebecca Taylor, Vice Chair)

CONSENT

GCS 3 – North Carolina’s Early Learning and Development Standards

Policy Implications: SBE Policy # GCS-F-015

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Mr. John Pruette (Executive Director, Office of Early Learning)

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Description:

In 2005, the Department of Public Instruction published early learning and development standards for preschool-aged children. That document, *Foundations: Early Learning Standards for North Carolina Preschoolers*, described widely held expectations for preschool children's development in five developmental domains:

1. Health and physical development
2. Social and emotional development
3. Approaches toward learning
4. Language development and communication
5. Cognition and general knowledge

Similarly, in 2007, the Division of Child Development defined such standards for infants and toddlers. In 2011, the North Carolina Early Childhood Advisory Council convened a leadership team with representatives from the Division of Child Development and the Department of Public Instruction's Office of Early Learning to develop one comprehensive set of early learning and development standards for young children. With the help of a broadly representative stakeholder group, the leadership team combined and updated North Carolina's early learning and development standards for infants, toddlers, and preschoolers into a new document: *North Carolina Foundations for Early Learning and Development*. Aligned to the North Carolina Standard Course of Study, *Foundations* provides age-appropriate goals and development indicators for each age level: infant, toddler, and preschooler. It is intended to be a guide for teaching – not a curriculum or a checklist – but a resource to define the skills and abilities necessary to support in the learning experiences provided to children.

Recommendations:

The State Board is asked to accept the *North Carolina Foundations for Early Learning and Development*.

CONSENT

GCS 4 – North Carolina General Assembly's Read to Achieve Comprehensive Reading Plan

Policy Implications: General Statute § 115C-83.1

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), Ms. Carolyn Guthrie (Director, K-3 Literacy) and Ms. Karla Casteen (Lead Consultant, K-3 Literacy)

Description:

The first component of the Read to Achieve Act is the development, implementation, and continuous evaluation of a Comprehensive Reading Plan. Eight regional focus groups were held during June 2013 in each one of the State Board of Education districts. Participants included parents, teachers, principals, central office administrators, reading and literature specialists, curriculum coordinators and representatives from Institutes of Higher Education. Participants gave input and feedback from their perspectives on how to improve reading achievement in the state at all grade levels K-12. The participants considered reading achievement as it relates to standards-based curriculum, leadership, instruction, professional development, assessment, and partnerships and communication. The input from the regional focus groups around these areas was the basis for the development of the State

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Comprehensive Reading Plan which will become a supplement to the State Literacy Plan adopted by the State Board in April 2012. Within the reading plan, the North Carolina Department of Public Instruction provides a detailed list of actions employed to assist districts and schools with the implementation of the Comprehensive Reading Plan in these six focus areas. In order to increase reading achievement across our state, Local Education Agencies (LEAs), school administrators, and teachers have been provided suggested actions. Districts and schools are encouraged to use the Comprehensive Reading Plan as a guide for aligning, developing, and implementing local plans to advance reading proficiency.

Recommendations:

N/A

**TWENTY-FIRST CENTURY SYSTEMS
BUSINESS/FINANCE AND ADVOCACY COMMITTEE
(Mr. Gregory Alcorn, Chair; Mr. Kevin Howell, Chair)**

CONSENT

TCS 11 – North Carolina Driver Education Advisory Committee

Policy Implications: General Statute § 115C-215; SBE Policy # TCS-B-008

Presenter(s): Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services) and Dr. Ben Matthews (Director, Safe and Healthy Schools Support Division)

Description:

The creation of an Advisory Committee for Driver Education is included in the North Carolina Driver Education Strategic Plan as directed by the General Assembly in SL 2011-142 and approved by the State Board of Education in February 2013. This State Board of Education policy establishes the North Carolina Driver Education Advisory Committee and outlines specific roles and duties of the committee in advising the State Board of Education on issues related to the implementation of the North Carolina Driver Education Strategic Plan and any other aspects of driver education and traffic safety.

Recommendation(s):

It is recommended that the North Carolina State Board of Education approve the Advisory Committee for Driver Education as presented.

(See Attachment TCS 11)

CONSENT

TCS 12 – State Board of Education Policy Establishing an Advisory Council for Each Residential School for the Deaf and the Blind

Policy Implications: SBE Policy # TCS-B-007

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

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Description:

The State Board of Education establishes three (3) Advisory Councils, one (1) at each of the Residential Schools for the Deaf and the Blind. These Advisory Councils should meet in each of the school communities they serve and advise the State Board of Education regarding all aspects of residential school operations including timelines, standards, criteria and other matters as designated by the State Board of Education.

Recommendation(s):

It is recommended that the North Carolina State Board of Education approve the Advisory Boards for the Residential Schools for the Deaf and the Blind as presented.

(See Attachment TCS 12)

ACTION AND DISCUSSION AGENDA

LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT

(Ms. Rebecca Taylor, Chair; Mr. Reginald Kenan, Vice Chair)

ACTION

LFI 1 – Public Charter School Advisory Council Charter Recommendations

Policy Implications: General Statute § 115C-238.29

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

Description:

The Office of Charter Schools received 156 Letters of Intent which provided contact information for potential applicants. Eventually, seventy applicants submitted charter applications ahead of the March 1, 2013, 12:00 PM deadline with the hope of opening and operating a charter school in August 2014. The Office of Charter Schools reviewed all 70 of those applications to ensure they were complete; however, twenty-nine applications were found to be incomplete. One applicant decided to withdraw its application. Forty applications were then forwarded to the Public Charter School Advisory Council for subcommittee review.

The Council divided into subcommittees to review each of the 40 applications and submitted LEA impact statements. This level of review, which included the creation of a rubric for each applicant, was finalized by June 18. The full Council met on June 18-19 and July 1, 2013, to hear the subcommittee reports and to vote on which applicants to invite for an interview. At this time, the Council decided to review all 29 applications that were properly deemed incomplete; however, one applicant that was deemed incomplete did want wish to receive a review of its submission. After reviewing all of the submitted applications, 32 of the 69 applicants were granted interviews thereby advancing to the next stage.

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The Council interviewed these 32 applicants on June 10 and 11 as well as July 15 and 16. Each applicant group was provided an opportunity to address the deficiencies or weaknesses identified on the rubrics, and the Council asked follow-up questions. After the interview with each applicant group, the Council deliberated and then voted to recommend the following 26 applicants, which are listed in alphabetical order, to receive a preliminary charter from the State Board of Education:

1. A.C.E. Academy
2. Anderson Creek Club Charter School
3. Bradford Preparatory School
4. Cardinal Charter
5. Carolina STEM Academy
6. Charlotte Charter High School
7. Charlotte Learning Academy
8. Concrete Roses STEM Academy
9. Dynamic Community Charter
10. Entrepreneur High School
11. Envision Science Academy
12. Heritage Collegiate Leadership Academy
13. Invest Collegiate-Buncombe 2
14. KIPP Halifax College Preparatory
15. Pioneer Spring Community Leadership Academy
16. Providence Charter High
17. Reaching All Minds Academy
18. South Brunswick School
19. The Capital Encore Academy
20. The Franklin School of Innovation
21. Thunderbird Preparatory
22. United Community School
23. Wake Forest Academy
24. Wayne Preparatory
25. Wilson Preparatory
26. West Charlotte High School

At the SBE meeting on August 8, 2013, the State Board voted to add for consideration the six charter applicants that were interviewed by the Advisory Council but did not receive a favorable recommendation. Those six applicants are listed below in alphabetical order:

1. Catawba Charter Academy
2. Central Arts Charter
3. Lake Norman Preparatory School
4. Torrence-Lytle Charter School of Leaders
5. University Public Charter School
6. Wisdom Academy

Applications rubrics and impact statements are located on the following Office of Charter School webpage: <http://www.ncpublicschools.org/charterschools/applications/2014-15/>.

If the State Board of Education grants these groups a preliminary charter, the applicants will initiate a yearlong planning year, which includes detailed training from appropriate staff within the Department of Public Instruction. The State Board will consider granting final charters to these groups no later than January 2014.

Recommendations:

It is recommended that the SBE accept the charter application recommendations as presented from the NC Public Charter School Advisory Council with the suggested stipulations offered by the Office of Charter Schools.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted much discussion concerning these charter school recommendations.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Gregory Alcorn, the State Board of Education voted unanimously to adopt the recommendation of the NC Public Charter School Advisory Council to grant preliminary approval for the 26 schools listed in the LFI 1 materials and to deny the six schools that were interviewed but not recommended by the Advisory Council. (See Attachment LFI 1)

ACTION

LFI 2 – Request for a Charter Amendment by Phoenix Academy

Policy Implications: General Statute § 115C-238.29; SBE Policy # TCS-U-014

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

Description:

The Charter Schools Act, in G.S. § 115C-238.29D(d), states that "a material revision of the provisions of a charter application shall be made only upon the approval of the State Board of Education." In April 2012, the State Board adopted policy TCS-U-014 prescribing which charter amendments can be approved by the Office of Charter Schools and which ones must be approved by the State Board prior to implementation. An amendment "employing or terminating a management company" must be brought to the State Board for consideration, and Phoenix Academy is seeking to partner with a brand-new charter management entity.

Phoenix Academy (High Point, NC) will serve approximately 750 students in grades K-6 during the 2013-14 academic year. The charter school opened its doors in 1998, and its next renewal date is 2015. The academic results for the 2011-12 school year were as follows:

- 81.8% Performance Composite and made Expected Growth
- The school met all AMO targets and was considered a School of Distinction

Phoenix Academy is seeking to enter into a management contract with the 7 Degrees of Change Foundation. This request does not transfer the charter to this separate foundation; however, 7 Degrees

would manage all day-to-day operational aspects of the charter school. The Phoenix Academy board of directors believes it is in the best interest of the charter school to select this particular organization for its operational management of the charter school and requests the State Board grant approval.

The Department of Public Instruction, in reviewing the documentation, has several concerns related to this proposed partnership. They are briefly summarized below:

1. Advantage to Phoenix Academy is unclear. The proposed management entity -- 7 Degrees of Change Foundation -- was formerly known as the Gail Norcross Trigueiro Foundation, created in 2010. The proposed management entity (7 Degrees of Change Foundation) has no direct experience in managing charter schools or offering direct educational services to students. Its primary work has been in philanthropic ventures related to building and filling libraries in Asia and the Philippines, local literacy projects, and funding equine therapy. According to 990 forms from the IRS, the Foundation's annual gross receipts (for 2010 and 2011) are less than \$50,000, which is significantly less than what it would receive from Phoenix Academy for its management services. These past experiences in education and finance do not show how "7 Degrees is particularly well-suited to managing" Phoenix Academy as it plans to expand facilities and student population (ADM projected to increase by 500% in the upcoming years) while creating a multi-program high school. It has not been definitively stated how the 7 Degrees of Change Foundation has the "access and reach" that Phoenix Academy needs to make these changes.
2. This proposed contractual relationship between Phoenix Academy and 7 Degrees management entity is similar to that of other charter schools in North Carolina. However, of concern is that this proposed model was created with a potential conflict of interest in place. The February 2013 minutes reveal that a current, sitting board member of Phoenix Academy pressed for the partnership with the Foundation of which he was chair. As of April 2013, that individual resigned from the board of Phoenix Academy.
3. The Phoenix Academy board meets on a quarterly basis. With an anticipated student enrollment increase of 500%, the development of a multi-site, multi-program school, and a new inexperienced management entity, the board of directors will need a more regular meeting schedule to successfully implement these ambitious goals and in order to ensure the management entity is accountable to the Phoenix Academy board. With significant growth, new issues often arise from parents that would need to be handled by the grievance process of the charter school's board of directors; and it is unclear how quarterly board meetings will be able to meet these needs.
4. Since the 7 Degrees of Change Foundation lacks direct experience in managing a charter school, the State Board of Education should grant approval but expect a "probationary period" that will last until December 2014. To that end, the following stipulations must be met by Phoenix Academy Board of Directors: (1) Prohibit 7 Degrees of Change board members or employees from serving on the nonprofit board that holds the charter; (2) Assemble as a nonprofit board no less than 6 times a year; (3) Provide copies of the board minutes to the Office of Charter Schools after approval; (4) Abide by North Carolina G.S. 14.234; and (5) Submit a progress report to the Office of Charter Schools no later than the end of October 2014.

Recommendations:

Due to the concerns raised by the Department of Public Instruction, it is recommended that the State Board of Education approve the charter amendment of Phoenix Academy to enter into a management

agreement with the 7 Degrees of Change Foundation with a “probationary period” that lasts until December 2014. There are also five (5) specific stipulations that should be attached to this approval:

1. No board members or employees of 7 Degrees of Change shall serve on the nonprofit board that holds the charter from the State Board of Education.
2. The nonprofit board that holds the charter shall meet no less than 6 times each year.
3. Minutes from the nonprofit board meetings shall be forwarded to the Office of Charter Schools within 7 business days of the meeting.
4. The nonprofit board will abide by North Carolina G.S. 14.234.
5. The nonprofit boards shall submit a progress report highlighting performance data (academic, financial, and operational) to the Office of Charter Schools no later than the end of October 2014

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted that, on Wednesday, Dr. Medley shared what Phoenix Academy was requesting, which was to enter into a management contract with 7 Degrees of Change Foundation. Based on the concerns raised by the Department of Public Instruction, the five stipulations above were attached to the approval.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to accept the charter amendment of Phoenix Academy to enter into a management agreement with the 7 Degrees of Change Foundation with a probationary period that lasts until December 14 with the five stipulations listed above, as recommended. (See Attachment LFI 2)

DISCUSSION

LFI 3 – Revision of Policies Related to Charter Schools (TCS-U)

Policy Implications: General Statute § 115C-238.29; SBE Policy # TCS-U

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

Description:

With significant changes in the Charter School law since the cap was lifted in August 2011, many of the State Board of Education policies found in TCS-U are in need of revision. The Office of Charter Schools is bringing forward several policy modifications. These changes include statutory updates, repeal of outdated policies, clarification based upon past State Board practice, and simple structural changes for purposes of flow.

The affected policies are listed below:

- (1) TCS-U-000: Enrollments in Charter Schools
- (2) TCS-U-001: Charter School Accountability Requirements.
- (3) TCS-U-002: Criminal History Checks in Charter Schools -- to be repealed.
- (4) TCS-U-003: Student Admission.
- (5) TCS-U-006: Financial and Governance Noncompliance.
- (6) TCS-U-008: Definition of a Charter School -- to be repealed.
- (7) TCS-U-012: Application and Review Process.

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(8) TCS-U-013: Preliminary Planning Year.

A chart that outlines the proposed modifications and the explanation for those changes is included as an attachment for the State Board's review.

Recommendations:

It is recommended that the State Board of Education accept the recommendations of the Department of Public Instruction approving these modifications to the policies related to charter schools.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday. She added that this item will remain out for 30 days for feedback.
- There was no further discussion.

This item is presented for discussion in September 2013 and for action in October 2013. (See Attachment LFI 3)

DISCUSSION

LFI 4 – Initiate Charter Revocation for Kinston Charter Academy

Policy Implications: General Statute § 115C-238.29; SBE Policy # TCS-U-006; Section 24 of the Signed Charter Agreement

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Ms. Alexis Schauss (Director, Division of School Business), and Dr. Joel Medley (Director, Office of Charter Schools)

Description:

At the March 2013 meeting of the State Board of Education, information was presented to the State Board as New Business regarding the financial situation of three charter schools. One school, Kinston Charter Academy, has been on Fiscal Noncompliance Status in 2010, 2012, and 2013 due to cash flow issues, negative equity, delinquent payments and other fiscal issues.

The Department of Public Instruction has been working with the NC Treasurer's Office related to Kinston Charter Academy's delinquency in payments to the State Health Plan and Retirement System for its employees. Without these payments from the school, Kinston Charter Academy employees' health and retirement benefits are not accessible. The correspondence between the Office of Charter Schools and Kinston Charter Academy related to this matter is attached. Kinston charter school is still in delinquent in payments from the last fiscal year and is already behind in payments for this fiscal year. Due to their nonpayment for employee benefits, the charter school remains on Financial Disciplinary Status and Governance Cautionary Status for failing to ensure that needs of all teachers are being addressed.

Further, in September 2012, the Office of Charter Schools notified Kinston Charter Academy about its significant dip in its academic performance that could lead to its closure. The Office of Charter Schools is currently awaiting results from the most recent EOG/EOC results to notify Kinston Charter as to its

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status. If the charter school is deemed academically inadequate according to the statute, a recommendation will be forthcoming for termination.

In the course of preparing this State Board item, a pattern has emerged. While the charter school has been delinquent in payments and reports to the NC Treasurer's Office, the same can be said of the school as it relates to other sections and divisions of the Department of Public Instruction.

- (1) Kinston Charter Academy accepted Federal funds from the Race to the Top (RttT) grant; however, the school has been non-compliant . It was very difficult for RttT coordinators to schedule an onsite monitoring visit, but they were finally able to perform the visit after a delay. Based upon the monitoring visit, there was correction action required from the charter school that was due May 31, 2013. That documentation, which is a revision of their Detailed Scope of Work, has not yet been submitted to the Department of Public Instruction. A letter from Mr. Adam Levinson is included as an attachment.
- (2) Federal programs encountered difficulty in performing its own monitoring visit for Title 1, attached is a timeline table that explains in significant detail. Federal programs original visit was scheduled in November 2012 but was rescheduled to February 2013. When the fiscal monitoring staff arrived in February, representatives from Kinston informed them that they were not prepared; the visit was rescheduled to April 2013. When the staff arrived in April they were informed that Kinston was yet again not prepared. All "findings" were provided to Kinston Charter Academy on June 12, 2013 in a monitoring report and required documentation was due July 8, 2013. As of August 21, 2013, the charter school still has not submitted any documentation to support Federal compliance with Title 1 requirements.
- (3) Kinston Charter Academy has also been slow in providing documentation and submitting grants or budgets to the Exceptional Children Division.

G.S. § 115C-238.29G enumerates the reasons that the State Board of Education “may terminate or not renew a charter,” and these reasons are also incorporated into the signed Charter Agreement. The second rationale for termination of a charter is a school’s “failure to meet generally accepted standards of fiscal management” and the last rationale is "other good cause identified." The cash flow problems and lack of payment to the NC Treasurer's Office for employee benefits are evidence that the charter school is not meeting generally accepted standards of fiscal management. The pattern of delinquency with the NC Treasurer's office has also been detected within the Department, and the lack of responsiveness is of significant concern.

Recommendations:

It is recommended that the State Board of Education accept the recommendations of the Department of Public Instruction by initiating revocation of the charter for this school.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor explained that the Board accepted the voluntary surrender of the charter of Kinston Charter Academy during its Wednesday Open Session.
- There was no further discussion.

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This item is presented for discussion in September 2013 and for action in October 2013. (See Attachment LFI 4)

NEW BUSINESS

Under New Business, LFI Committee Chair Rebecca Taylor shared that on Wednesday, the LFI Committee received an informative update on enrollment for North Carolina Virtual Public School (NCVPS) from Executive Director Tracy Weeks. In addition, Dr. Weeks shared summary results from a student survey about their experiences with NCVPS.

GLOBALLY COMPETITIVE STUDENTS (Ms. Marcella Savage, Chair; Ms. Rebecca Taylor, Vice Chair)

ACTION ON FIRST READING

GCS 1 – Recommended Final Academic Achievement Standards (Cut Scores) and Achievement Level Descriptors for the End-of-Course (EOC) Tests in Biology, English II, and Math I; the North Carolina End-of-Grade (EOG) Tests in English Language Arts/Reading and Mathematics at Grades 3–8 and Science at Grades 5 and 8; the NCEXTEND2 EOC Alternate Assessments in Biology, English II, and Math I; the NCEXTEND2 EOG Alternate Assessments in English Language Arts/Reading and Mathematics at Grades 3–8 and Science at grades 5 and 8; and the NCEXTEND1 Alternate Assessments at Grades 3–8, 10, and 11

Policy Implications: General Statute § 115C.174.11; Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB) Act of 2001

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy L. Howard (Director of Accountability Services)

Description:

The final academic achievement standards (cut scores) and the final achievement level descriptors (ALDs) for the following general and alternate assessments are being provided for Action on First Reading at the September 2013 meeting of the State Board of Education (SBE): the End-of-Course (EOC) tests in Biology, English II, and Math I; the End-of-Grade (EOG) tests in English Language Arts/Reading and Mathematics at grades 3–8 and Science at grades 5 and 8; the **NCEXTEND2** EOC alternate assessments in Biology, English II, and Math I; the **NCEXTEND2** EOG alternate assessments in English Language Arts/Reading and Mathematics at grades 3–8 and Science at grades 5 and 8; the **NCEXTEND1** alternate assessments at Grades 3–8, 10 and 11. The test data used to set the standards for the statewide assessments were generated from the 2012–13 administrations of the tests. The test-based standard setting methodology of item mapping was used to establish the cut scores. This method uses the judgments of content experts (i.e., teachers from across North Carolina) and item analysis. In making their determinations, the content experts were provided for consideration external data from teacher judgments of student performance and external criterion measures. Following item mapping standard setting procedure, staff from various divisions within the department evaluated the data before making recommendation for the final standards and the final ALDs.

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The department recommends that the standards adopted for the assessments be applicable to student performance effective with the 2012–13 school year.

Recommendations:

The department recommends that the State Board approve as provided the final academic achievement standards (cut scores) and final achievement level descriptors for the new assessments and their alternates.

Discussion/Comments:

- After noting much discussion during the GCS Committee meeting, GCS Committee Chair Marcella Savage made the motion below.
- Noting extensive discussion on Thursday concerning this issue, Chairman Cobey stated that the motion reflects the thinking and comments.
- State Superintendent Atkinson shared that as we think about reporting the results in 2014-15 of the year 2013-14, it will allow LEAs to have a transition period, and, in the past, the State Board has allowed a transition period for new assessments. She provided an example with the new Social Studies tests from several years ago. She stated that staff will move forward with the notion that the Board wants the Department to come back with the cut scores presented on Wednesday, and will work out the details necessary for the Department to meet the ESEA reporting requirements. She added that this should be a win-win for teachers and students across the state. It sends the message that the Board is concerned about having higher standards and to ensure that students know where they are as it relates to being career and college ready.
- Superintendent Edwards applauded the thoughtful introspection and team effort. He stated that this is an example of working together for the benefit of all children, and that this effort will resonate with a sensible, reasonable and developmental approach.
- Vice Chairman Collins stated that he believes the scores represent a tremendous amount of disparity between what he would expect to see based upon new standards. He suggested that the scores need to be carefully vetted for an accurate representation of what they mean.
- Dr. Atkinson thanked staff for their work in ensuring that North Carolina has reliable and valid tests. She stressed that she is comfortable with the process used over the years because the Department has involved some of the most well-known and renowned people as well as quality psychometricians on staff, and that the Department will bring recommendations about how we report our ESEA information in October.
- In response to Ms. Taylor's question about a projected timeline for sharing the scores with families, Dr. Atkinson shared that one of the benefits of having Action on First Reading was to be able to provide timely information. At this time, the Department will prepare letters that all districts can use for parents with greater explanation about raising the bar. As it relates to the communication efforts, Dr. Atkinson referenced Mr. Alcorn's analogy of moving from minor league baseball to the major league, and noted that the Department may use this comparison to explain raising the bar with higher standards for our students.
- Board member Oxendine suggested that the data needs to be reviewed immediately to pull out the strengths and weaknesses in order to fine tune professional development to ensure that teachers are teaching lessons that are as rigorous as the standards are. Dr. Atkinson agreed that it is important that school districts take responsibility for using the data as a way to make improvements going forward.

- After reviewing the motion, Chairman Cobey asked Dr. Atkinson to review the implications, which are 1) that the assessments (end-of-grade and end-of-course tests) that will take place this school year will be a part of the accountability system that rolls out 2014-15. With that recommendation, when the General Assembly's grading system of A-F, we will also roll out the new standard setting cut scores. 2) It also means that this past year, 2012-13, will be the year of transition whereby we share with people across the state the individual scores of students so that parents and students will know. 3) The motion also requires the Department to go back to the table to determine how the NCLB/ESEA Annual Measurable Objectives. The recommendations will come back to the Board in October.
- There was no further discussion.

Upon motion by Ms. Marcella Savage, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to move GCS 1 from an Action on First Reading item to a Discussion item, and further asked DPI to bring to the State Board in October a recommendation that the new standard scores go into effect for the 2014-15 school year, and that the 2012-13 results be considered as a part of a transition from the old ABC's accountability system to the new A-F system. (See Attachment GCS 1)

21ST CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT (Dr. Olivia Oxendine, Chair; Mr. John Tate, Vice Chair)

ACTION ON FIRST READING

TCP 1 – Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements

Policy Implications: SBE Policy # TCP-A-021, TCP-B-009

Presenter(s): Dr. Olivia Oxendine (Member, State Board of Education)

Description:

In April 2006, the Board adopted a policy to allow individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. In June 2006, a similar policy was approved to allow colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

Recommendation(s):

It is recommended that the recommendations of the Appeals Panel related to each request be approved.

Discussion/Comments:

- TCP Committee Chair Oxendine noted that this item was discussed and voted on during Closed Session. She added that the Board agreed with the Appeals Panel on that decision.

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- There was no further discussion.

ACTION ON FIRST READING

TCP 2 – Additional Waiver to the NC ESEA Waiver

Policy Implications: Federal ESEA Regulations

Presenter(s): Dr. Lou Fabrizio (Director of Data, Research, and Federal Policy)

Description:

The US Department of Education has offered states with ESEA waivers additional flexibility regarding teacher evaluation. The flexibility allows states to delay the consequences for teachers who are deemed ineffective (in need of improvement). The original date for consequences to take effect for all states is 2015/2016 unless the current plans approved for individual states list earlier timelines. NC has an earlier timeline because of its RttT plan. The new waiver flexibility, if approved, will allow states to delay consequences until 2016/2017. Currently the NC Waiver and RttT plan require NC teachers to have an effectiveness status score in 2014/2015, as outlined in the North Carolina RttT and ESEA Waiver Plan, with consequences taking effect in 2015/2016. The new waiver offer does not include the option of delayed implementation of components of the North Carolina Teacher Evaluation process. According to the US Department of Education, NC may delay its consequences for teachers until 2016/2017 if the NC waiver is approved, but the state may not delay determining teacher effectiveness beyond 2014/2015.

While the template for completing the new ESEA waiver is not available, under Resources below, the URL address to the current approved waiver is provided.

The Department of Public Instruction is asking the State Board of Education to delegate staff to apply for a waiver that would include:

- A delay of consequences for teachers in need of improvement until the 2016/2017 school year
- An amendment to the teacher evaluation process that would permit LEAs to submit local proposals in which the LEA could opt to 1) use school-wide data for some disciplines; 2) develop local student learning objectives or assessments to satisfy student growth requirements in selected disciplines; and/or 3) use a combination of state-provided assessments, school-wide data, and local assessments. Such local plans would be submitted to the State Board of Education for approval after being approved by local boards of education.
- An amendment that would allow the initial teacher effectiveness status to be determined using the best two out of three years of data. The current plan requires three years of data before a determination of effectiveness is calculated. By using the best two out of three years of data, teachers would feel more confident that they have an opportunity to become comfortable with standards before having them count in their student growth calculations. After the system is fully implemented in 2014/2015, an additional year of data would be rolled into the three-year average, thereby returning to the original plan of three years of rolling data for student growth calculations.

Recommendation(s):

It is recommended that the State Board of Education delegate authority to the Superintendent of Public Instruction to submit an ESEA waiver asking for flexibility with the items listed above related to teacher evaluation.

Discussion/Comments:

- TCP Committee Chair Oxendine explained that Dr. Fabrizio presented three components of the waiver that will be submitted to the Department of Education at the end of this month. There was no further discussion.

Upon motion by Dr. Olivia Oxendine and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously to delegate authority to the Superintendent of Public Instruction to submit an ESEA waiver asking for flexibility with the items listed above related to teacher evaluation. (See Attachment TCP 2)

DISCUSSION

TCP 3 – Measures of Student Learning

Policy Implications: SBE Policy # TCP-A-006; APA # 16 NCAC 61.0504; and Senate Bill 402-2013

Presenter(s): Mr. Eric Guckian (Education Policy Advisor to Governor Pat McCrory), Dr. Jeff Cox (Superintendent, Alleghany County Schools) and Dr. Ed Croom (Superintendent, Johnston County Schools)

Description:

On August 14, 2013, Dr. June Atkinson, State Superintendent, and Mr. Eric Guckian, Education Policy Advisor to Governor Pat McCrory, accompanied a small group of superintendents to visit with Mr. Arnie Duncan, US Secretary of Education, and USED Department staff primarily involved with Race to the Top and ESEA waiver administration, including Deputy Secretary Deb Delisle and Dr. Anne Whalen. The purpose of the visit was to discuss possible flexibility within the NC ESEA Waiver and RttT plans primarily related to Measures of Student Learning. NC superintendents were interested in reducing the number of tests being administered as well as delaying the Measures of Student Learning that document student growth as part of teacher evaluation. Mr. Guckian and the superintendents will share their reflections from the visit and will offer the State Board recommendations for moving forward.

Recommendations:

It is recommended that the State Board consider the options for moving forward with teacher evaluation offered by the speakers and adopt the recommendations in October when they are presented in policy format by DPI staff.

Discussion/Comments:

- TCP Committee Chair Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. She shared that Mr. Guckian, along with Drs. Cox and Croom, provided a summary of their visit to USED in Washington to discuss some options for the Measures of Student Learning (MSL). She added that the Board will look at those options in October in policy format.
- There was no further discussion.

This item is presented for Discussion in September 2013 and will be presented for Action in October. (See Attachment TCP 3)

DISCUSSION

TCP 4 – Initial Teacher Licensure Exam Requirements

Policy Implications: General Statute § 115C-296 SBE Policy # TCP-A-003

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Dr. Lynne Johnson (Director of Educator Effectiveness) and Dr. Rachel McBroom (Director of Educator Preparation, Academic Services and Instructional Support)

Description:

Per Session Law 2013-360, the State Board of Education shall require applicants for initial bachelors or graduate degree teaching licenses to pass the appropriate licensure exam. Currently, teacher education candidates seeking middle or high school licenses are not required to pass licensure exams prior to the initial licensure recommendation by the college or university.

Recommendations:

The State Board of Education approve the recommended policy change for university/college teacher education program completers to pass the appropriate licensure exams prior to the initial teaching license recommendation. This change would go into effect July 1, 2014.

Discussion/Comments:

- TCP Committee Chair Oxendine noted a thorough discussion of the initial teacher licensure exam requirements during the TCP Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for discussion in September 2013 and will be presented for action in October. (See Attachment TCP 4)

TWENTY-FIRST CENTURY SYSTEMS BUSINESS/FINANCE AND ADVOCACY COMMITTEE CHAIR REPORT (Mr. Gregory Alcorn, Chair; Mr. Kevin Howell, Chair)

ACTION ON FIRST READING

TCS 1 – Approval of Grant

Policy Implications: SBE Policy # TCS-O-001

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), Dr. Ellen Essick (Healthy Schools Section Chief K-12), and Ms. Nakisha Floyd (Abstinence Education Consultant)

Description:

The grant listed below is being submitted for approval. Please see attachment for description of grant.

- Attachment 1 – Title V State Abstinence Education Grant Program (AEGP)

Recommendations:

It is recommended that the State Board of Education approve the grant.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously to approve the Title V State Abstinence Education grants as presented. (See Attachment TCS 1)

ACTION ON FIRST READING

TCS 2 – Local Education Agency Budgetary Flexibility

Policy Implications: General Statute § 115C-105.25(b)

Presenter(s): Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Senate Bill 402 (Session Law 2013-360) Section 8.14 codifies the flexibility LEAs have had with the use of the State Public School funds since 2009-2010. The legislation eliminates all restrictions on transfers and leaves the following items:

- No funds shall be transferred into the central office administration allotment.
- Funds for the Excellent Public Schools Act shall not be transferred.
- Classroom teacher positions may be converted to dollars at the state average salary for the use of visiting international exchange teachers.
- Classroom teacher and instructional support positions may be converted to dollars at the A00 value and used for any purpose authorized by the State Board of Education.
- Principals positions may be converted to dollars at the first step of the principal III salary schedule and assistant principals at the first step of the assistant principal schedule. The converted positions may be used for any purpose authorized by the State Board of Education.
- Children with Disabilities funds may be transferred only as provided through any rules that the State Board of Education adopts to ensure compliance with federal regulations.
- Career and technical education funds may be transferred only as provided through any rules that the State Board of Education adopts to ensure compliance with federal regulations.

Based on the above changes, the State Board of Education shall authorize the use for converted positions and for the amount that may be transferred from the children with disabilities allotment and the career and technical education allotment.

Attached are the recommended rules.

Recommendations:

It is recommended that the State Board of Education approve the flexibility of use of funds rules.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough presentation/discussion of this item on Wednesday, which updates the flexibility of using funds inside the LEAs.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Marcella Savage, the State Board of Education voted unanimously to approve the flexibility of use of funds rules. (See Attachment TCS 2)

ACTION ON FIRST READING

TCS 3 – Grants for School Resource Officers (SROs) in Elementary and Middle Schools

Policy Implications: Session Law 2013-360 (SB 402), Section 8.36

Presenter(s): Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services), Dr. Ben Matthews (Director, Safe and Healthy Schools Support Division), and Dr. Kenneth Gattis (Senior Research and Evaluation Coordinator, School Planning Section, Safe and Healthy Schools Support Division)

Description:

Session Law 2013-360 allocates \$7 million in grants to LEAs for school resources officers (SROs) in elementary and middle schools based on \$2 in-state funds for every \$1 in local funds. It directs the State Board of Education (SBE) to include need-based considerations in its criteria for awarding these grants. The need-based considerations will be Low Wealth, Small County, and School Crime Rate. The Safe and Healthy Schools Support Division of DPI created the grant applications and will oversee the grant competition.

Recommendation(s):

It is recommended that the SBE approve the grant application form and process.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Lt. Governor Dan Forest, the State Board of Education voted unanimously to approve the grants for the School Resource Officers in elementary and middle schools as presented. (See Attachment TCS 3)

ACTION ON FIRST READING

TCS 4 – Grants for Panic Alarm Systems in Schools

Policy Implications: Session Law 2013-360 (SB 402), Section 8.37

Presenter(s): Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services), Dr. Ben Matthews (Director, Safe and Healthy Schools Support Division), and Mr. Jonathan Jones, PE (Electrical Engineer, School Planning Section, Safe and Healthy Schools Support Division)

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Description:

Session Law 2013-360 allocates \$2 million in grants to LEAs for panic alarm systems in schools based on \$1 in-state funds for every \$1 in local funds. It directs the State Board of Education (SBE) to include need-based considerations in its criteria for awarding these grants. The need-based considerations will be Low Wealth, Small County, and School Crime Rate. The Safe and Healthy Schools Support Division of DPI created the grant applications and will oversee the grant competition.

Recommendations:

It is recommended that the SBE approve the grant application form and process.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to approve the grant application form and process for applying for the grants for panic alarm systems in schools as presented. (See Attachment TCS 4)

- After explaining the process for oversight of TCS 3 and TCS 4, Chair Alcorn shared a recommendation from the Superintendents' Safe and Healthy Schools Grant Approval Council composed of superintendents representing the regions in North Carolina. He added that approval grants will be provided to the State Board immediately following the process period in the next Friday update. He added that this will allow for a much speedier and more efficient process for the schools, and keeps the State Board from having to deal with requests. Chair Alcorn made the following motion.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to grant authority to the State Healthy Schools Support Division for school resource officers and panic alarm systems in accordance with the approved State Board of Education RFP request for proposal process. (See Attachment TCS 3 and TCS 4)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

TCS 5 – Council on Educational Services for Exceptional Children

Policy Implications: General Statute § 115C-121; SBE Policy # TCS-B-005; Section 300.167-300.169 of federal regulations under Individuals with Disabilities Education Act

Presenter(s): Dr. Angela Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the State in the education of children with disabilities.

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Legislation requires that the majority of the members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the State.

In accordance with State Board of Education policy, the Council has 25 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, fourteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

There is a vacancy to represent local education agencies (LEAs). Rob McOuat, Exceptional Children Director of Davidson County, is in agreement to serve a four-year term to fill the vacancy to represent LEAs. The State Board of Education is asked to discuss Rob McOuat serving a four-year term representing LEAs.

The Council is seeking SBE approval to add a representative from the state's Parent Training and Information Center, Exceptional Children's Assistance Center (ECAC), as a member of the Council.

The Council is also requesting approval to align the Bylaws language with Article 9 relative to membership. Article 9 states a minimum of 24 members; Bylaws state 25 members.

Recommendation(s):

The State Board of Education is asked discuss for approval Rob McOuat (appointment term 7/1/13 – 6/30/17) serving a four-year term to represent LEAs; adding a representative from the state's Parent Training and Information Center, Exceptional Children's Assistance Center (ECAC), as a member of the Council; and aligning the Bylaws language with Article 9 relative to membership.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted that after Committee discussions on Wednesday, Committee consensus was to move this item from Discussion to Action on First Reading.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve Mr. Rob McOuat for appointment to the Council on Educational Services for Exceptional Children, and align their Bylaws with Article 9 relative to membership. (See Attachment TCS 5)

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DISCUSSION

TCS 6 – Governor's School Board of Governors

Policy Implications: SBE Policy # GCS-D-009

Presenter(s): Ms. Angela Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

The Board of Governors of the Governor's School of North Carolina is established as an advisory body in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in GCS-D-009 of State Board of Education policies.

The policy requires that a state associate superintendent serve on the Board and that the other nine members shall include a local superintendent, a teacher, a local director of gifted programs, the president or president's designee of the Alumni Association of the Governor's School, and lay persons and shall be selected so as to represent the eight educational districts of the State. Presidents (or their designees) from each of the host institutions (i.e., Salem College and Meredith College) serve in an ex officio non-voting capacity.

The term of appointments for all members appointed is three years, with no person serving more than two consecutive three-year terms.

The second three-year term appointment of Jane Austen Behan (District 1) expired on June 30, 2013. She is not eligible for another term. The State Board of Education is asked to nominate a new representative from District 1. No specific position is required for this representative.

The first three-year term appointment of Stephanie Range (District 6) expired on June 30, 2013. She is not requesting an additional term. The State Board of Education is asked to nominate a new representative from District 6. No specific position is required for this representative.

The second three-year term appointment of William Howard III (District 7) expired on June 30, 2013. He is not eligible for another term. The State Board of Education is asked to nominate a new representative from District 7. No specific position is required for this representative.

Recommendation(s):

The State Board of Education is asked to recommend three appointments (one each from District 1, 6 and 7) for a three-year term beginning July 1, 2013.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item. He explained that there are three vacancies from three different districts. The State Board is asked to provide applicants from district 1, 6, and 7 for appointment.
- There was no further discussion.

This item is presented for discussion at the September 2013 meeting and will return for action in October. (See Attachment TCS 6)

DISCUSSION

TCS 7 – Individual Class Size Waiver Request Process

Policy Implications: General Statute § 115C-301(g); School Attendance and Student Accounting Manual

Presenter(s): Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services), Mrs. Alexis Schauss (Director, School Business Division), and Mr. Andrew Cox (Section Chief, School Financial Reporting)

Description:

House Bill 112 (Session Law 2013-363) Section 3.3 re-written General Statute 115C-301(g) “Waivers and Allotment Adjustments” and 115C-301(h) related to class size. This session law changes the law in the following ways:

- Eliminates class size in grades 4 through 12;
- Eliminates maximum teaching loads in grades 7 through 12;
- Eliminates alternative maximum class size for classes such as music, physical education, etc.;
- Eliminates the State Board of Education’s ability to allot additional positions;
- Removes the criteria that the State Board of Education shall use to determine a waiver from class size maximums; and
- Eliminates the penalty for willful non-compliance.

In addition, the legislation directs the State Board of Education to adopt rules regarding General Statute § 115C-301. Attached are the recommended rules.

Recommendation(s):

It is recommended that the State Board of Education approve the waiver process.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for discussion at the September 2013 meeting and will return for action in October. (See Attachment TCS 7)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

TCS 8 – Master’s, Advanced, and Doctorate Pay for Teachers

Policy Implications: SBE Policy # TCS-T-001; North Carolina Public School Personnel Employee Salary and Benefits Manual

Presenter(s): Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Senate Bill 402 (Session Law 2013-360) Section 8.22 phases out additional pay above the Bachelor’s degree. This was previously a 10% differential for a Master’s degree, \$126 per month for an advanced degree, and \$253 for a doctorate. The legislation states, “that no teacher or instructional personnel

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(except nurses and those positions that require a Master’s degree in order to be licensed) shall be paid the additional pay in 2014-15, unless they were paid the additional pay prior to the 2014-15 school year.”

Currently, the State Board of Education North Carolina Public School Personnel Employee Salary and Benefits Manual states that “for salary purposes, all degrees above the bachelor’s level that are earned on or after April 1 of the current school year will become effective July 1 of the upcoming school year.” With this current policy, all teachers and affected instructional support who earn a Master’s, advanced, or doctorate degree in May 2014 shall not be paid additional pay for those degrees in 2013-14 and therefore shall not be able to receive additional pay in years forward.

This Board item is determining what documentation could be received that will validate that the teacher had completed the degree requirements of the University or College and when that documentation could be received by the Department of Public Instruction to enable the teacher to receive their salary differential in their May pay (the final payroll run of the school year).

Department staff is working with UNC-GA and the Independent Colleges and Universities to determine what validating documentation can be received by May 1 for teachers that will be obtaining their degree. The current process requires the submission of a completed Form V, a Degree Dated Transcript, and payment of a \$55 processing fee. Additional possible validation options will be presented to the State Board.

The details of the additional options will be presented at the State Board meeting.

Recommendation(s):

Recommendations will be presented for State Board consideration.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted much discussion of this item during the TCS Committee meeting on Wednesday. The Department asked to move the deadline to May 1. Chair Alcorn suggested that the date be moved to May 7 to allow for as many certainties as possible to ensure a paycheck for those individuals with the pay differential in the month of May.
- Chairman Cobey stated that this item needs to be moved to Action on First Reading.
- Vice Chairman Collins asked staff to clarify what the State Board can do with respect to the Master’s situation so that the public understands the Board’s authority. Mr. Price explained that changing the date to May 7 will allow the Department two weeks to process the paperwork and inform the LEAs, which the Department commits to doing. He explained further that the Board is being asked to vote on the information that can be received from universities and colleges for students graduating in May of this year (or the spring semester), i.e. IHEs can document that the teachers have met all of the requirements and are, therefore, being awarded the degrees. The Board would then direct the Department to communicate that information with school districts so those teachers can receive the master’s pay in the May payroll, which is the last payroll in the school year. The Board only has authority for teachers who are currently working on their degrees. The legislation states that anyone not paid as of this year or in any other previous year will not receive the Master’s pay in the future. Mr. Price added that there are individuals who are currently in the program, but will not be getting their degrees in May. The language the State Board is considering

today will not have any impact on those individuals to receive the pay differential, according to Mr. Price. Separate legislation will have to be approved for those individuals. Chairman Cobey stated that the funds have been identified within the Department's budget to cover the additional pay.

- Superintendent Advisor Edwards asked for clarification that additional legislative action will be necessary to encumber candidates for post-graduate degrees after May 7. He referenced the Governor's comments from Wednesday, that this issue needs to be revisited for those individuals to ensure they would receive the additional pay. Chair Cobey confirmed Dr. Edward's understanding.
- Board member McDevitt reminded Board members about the discussion involving communication efforts so that the IHEs can meet the deadline.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. A.L. Collins, the State Board of Education voted unanimously to move this item from a Discussion item to an Action on First Reading item. (See Attachment TCS 5)

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. A.L. Collins, the State Board of Education voted unanimously to approve the Department's recommendation to receive information from the IHEs to validate a candidate's successful completion of a post-graduate degree by May 7, 2014, and to communicate that information to local school districts so that those individuals can be paid during the May payroll. (See Attachment TCS 8)

DISCUSSION

TCS 9 – Digital Learning

Policy Implications: Session Law 2013-360, Section 6.11(g)

Presenter(s): Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Senate Bill 402 (Session Law 2013-360) Section 6.11 (g) appropriates \$11,928,735 in 2013-14 and 2014-15 for Digital Learning.

These funds shall be used to support grants to local education agencies for

- Delivering educator professional development focused on using digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students and
- Acquiring quality digital content to enhance instruction. Up to \$1,000,000 may be used by the Department of Public Instruction to
 - Develop a plan to transition from funding for textbooks, both traditional and digital, to funding for digital materials, including textbooks and instructional resources and
 - Provide educational resources that remain current, are aligned with curriculum, and are effective for all learners by 2017. The plan shall also include an inventory of the infrastructure needed to support robust digital learning in public schools.

The Board will discuss the allotment process for the funds to be distributed to the local education agencies.

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The discussion on the funds that may be used by the Department of Public Instruction will be brought to the State Board of Education in October.

Recommendation(s):

It is recommended that the State Board of Education approve the process for the grant funds to be allocated to the local education agencies.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough presentation of this item during the TCS Committee meeting on Wednesday. These funds will be allocated to the LEAs in order to help with digital conversion efforts.
- There was no further discussion.

This item is presented for discussion at the September 2013 meeting and will return for action in October. (See Attachment TCS 9)

UPDATE ON CONTRACTS

(See Attachment in book)

- TCS Committee Chair Greg Alcorn encouraged Board members to review the contracts listed for information in the Board book.

CHAIRMAN'S REMARKS

After recapping the work of the Board during this month's meeting, Chairman Cobey explained that at its October Planning and Work Session, the Board will begin the process of revisiting the Board's mission, goals, and strategies – not to change them for the sake of change but to ensure that they are the best thing for directing the Board's work so that the public education system can move from renovation to the newly remodeled house that will be up-to-date and ready for the foreseeable future. He asked Board members to read all of the materials that they will be receiving to prepare for the Planning and Work Session that will be held at the North Carolina Center for the Advancement of Teaching in Cullowhee, North Carolina.

Chairman Cobey explained that if the agenda allows, the Board will follow a different format and the Board will actually only meet on Thursday in October.

OLD BUSINESS

No old business was brought before the Board.

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NEW BUSINESS

Board member Olivia Oxendine invited Board members and other interested parties to UNC-Pembroke on October 9 to participate in a focus group meeting with graduate students, tour the campus, and spend time in several of the region's schools.

In addition, Dr. Oxendine announced that, on September 23, the Lt. Governor will meet with Region 4 superintendents on the Fayetteville Tech campus.

Dr. Oxendine also spoke briefly about the Ribbon Cutting Ceremony at Sandy Grove Middle School, which is totally solar (no monthly electric bills-heating or cooling).

Board member McDevitt commented that the State Board approved 26 charter schools today. He stated that these are our children, our families, our communities, our schools. He stated that the Board should do everything in its power to ensure success for those schools in the coming year.

Board member Alcorn shared that he is encouraged by Governor McCrory's comments as it relates to proprieties of business and increasing economic development and education as well as the opportunity for businesses to become involved with schools.

Vice Chairman Collins shared that the Bar Association for the State of North Carolina has been endeavoring on an intentional mentorship program throughout the state. He encouraged LEAs to invite the attorneys in their district to mentor in their schools.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Ms. Patricia Willoughby, and seconded by Lt. Governor Dan Forest, Board members voted unanimously to adjourn the September 4-5, 2013, meeting of the State Board of Education.